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ABSTRACT

Growing Up Strong (GUS) is a curriculum designed to develop strong mental health in preschool through sixth grade students. This document contains a GUS teacher's guide for preschool classrooms and masters of materials that can be sent home with preschool children to promote family involvement in GUS. Part I of the four-part teacher's guide provides background information about the program. Part II includes a sample letter to families, information on the GUS Observable Behavior Checklist, tips on using family involvement information and activity handouts, and information on making and using Gus and Gussie dolls and puppets. Part III offers suggestions on classroom management, task-oriented instruction, and ways of making positive comments to children and helping students note their accomplishments; instruments to help teachers deal with parents' criticisms of teachers, irate parents, and child abuse; and advice on enhancing young children's self-concept and lists of resources. Part IV provides 33 in-class GUS activities that are designed to help young children become aware of themselves and of others and to develop socially, creatively, emotionally, and verbally. The materials designed for children to take home include: (1) a letter to the family that explains the GUS program and the importance of family involvement, and offers parenting tips; (2) information sheets for parents covering such topics as instilling confidence in children, setting a good example in the proper use of medications, and permitting children to solve their own problems; and (3) activity sheets for children to help them identify things that make them feel good, annoy them, and are bad for them; and to teach them about first aid, responsibility, and safety. Sample awards for children and GUS promotional materials are attached. (AC)

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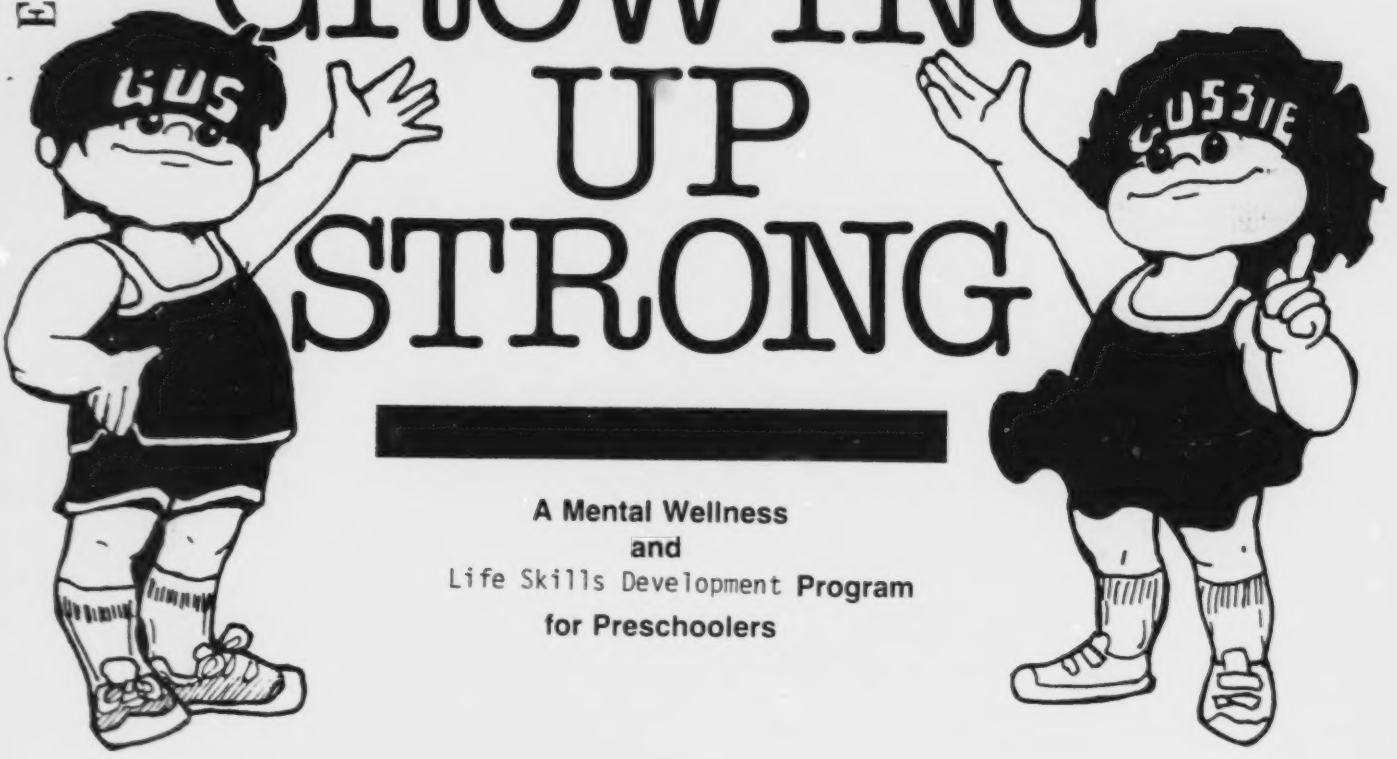

A Mental Wellness
and
Life Skills Development **Program**
for Preschoolers

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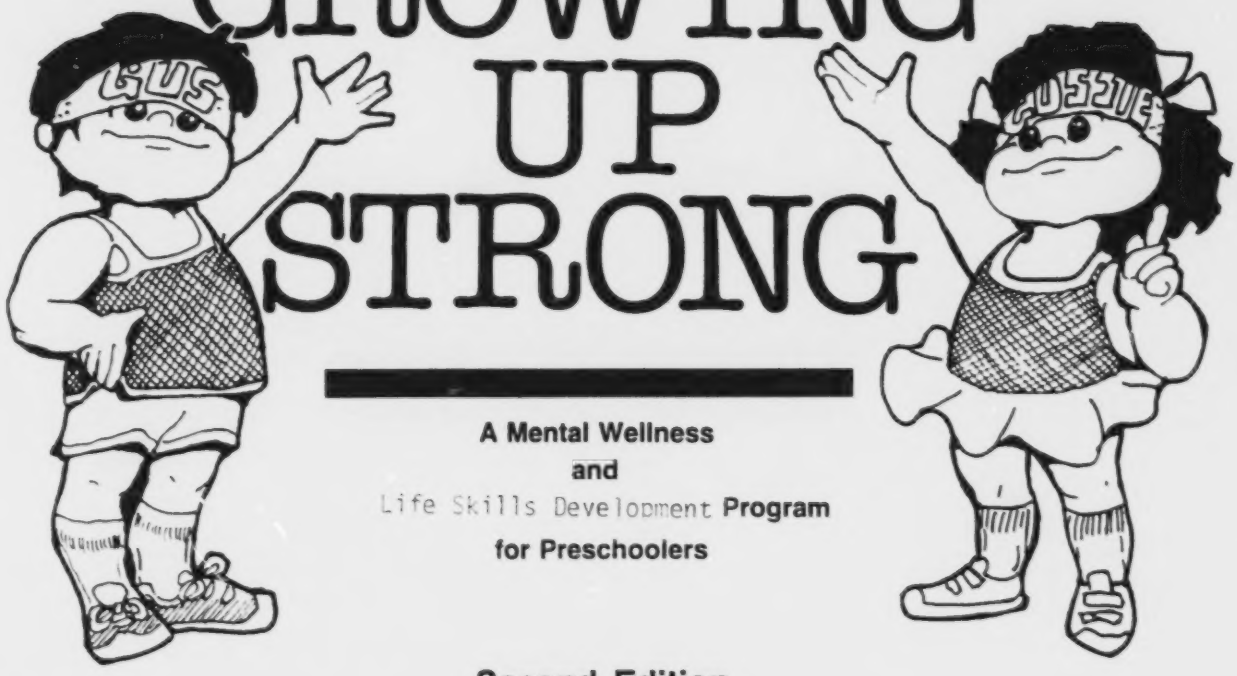
Teacher's Guide

GROWING UP STRONG



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FINALIST

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To avoid omission of any one of the many contributors to the Second Edition, we would like to thank *Preschool GROWING UP STRONG* Master Trainers, all workshop participants, and the innumerable friends of this project who have assisted in the refinement of GROWING UP STRONG.

We also wish to extend our thanks to the following people and organizations for their important contributions to the original edition of *Preschool GROWING UP STRONG*: Action, Inc. Head Start, Phyllis L. Alexander, Nancy Bates, Barbara Laquer, Carol McCollom, Steve Posey, Prevention Resource and Evaluation Center, and the Washita Valley Community Action Council Head Start staff, parents, and children.

The success of this mental wellness promotion and chemical dependency prevention program has been largely due to the dedicated, but unsung, educators and care givers of young children. The success of the program is dependent upon the quality of their expert implementation, rather than upon the program itself.

Teacher's Guide

GROWING UP STRONG

A Mental Wellness
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for Preschoolers

Second Edition

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Dedication

This edition of Preschool GROWING UP STRONG is dedicated to Mike Lowther, Chief of Public Information, Prevention and Human Resources Development at the Oklahoma State Department of Mental Health. His approach to the development of prevention programs in the state of Oklahoma has been truly innovative. Under his leadership, demonstration projects, including GROWING UP STRONG, were funded to determine what prevention strategies do and do not work. "It doesn't matter whether we know *how* a prevention strategy works as long as we *know* it works. Our goal is to develop an arsenal of proven, successful programs which are easy to replicate and inexpensive to use." For his foresight and genuine commitment to the future of Oklahoma's children, we dedicate this volume.

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I. About GROWING UP STRONG

What is GUS?

GROWING UP STRONG (GUS) is a curriculum designed to develop strong mental health in preschool children. This program will help create the best possible classroom environment for promoting positive mental wellness, the first and most basic line of defense against chemical abuse.

How Did GUS Begin?

Through the cooperative efforts of the University of Oklahoma Center for Child and Family Development and the Washita Valley Community Action Council Head Start, Judith McGowen Hammer and Angelina Merenda O'Bar conceived the GROWING UP STRONG program. What began as ways to promote mental health activities for young children became a mental wellness and chemical abuse prevention program. The curriculum for Preschool GUS was largely developed (during the pilot project) by Susan K. Bumgarner, early childhood specialist. The pilot project for Preschool GUS began in July 1983 and the program was first published in August 1986.

Why GUS?

The Center for Child and Family Development realizes that the best way to prevent drug abuse—and a number of other serious problems that can develop later in life—is to help every child develop strong mental health. The name of this program, GROWING UP STRONG, reflects an image of strong mental health which includes such concepts as a strong, positive self-concept; the ability to take responsibility; to behave in a socially acceptable manner; to cope with and express emotions appropriately; and to develop assertiveness, problem-solving, and decision-making skills.

From the moment of birth we begin forming the attitudes and behaviors that will shape our lives. The environments in which we grow and the experiences we have all contribute to our mental and physical development. As Secretary of Education William J. Bennett summed up the drug problem in *Schools Without Drugs*:

> "In America today, the most serious threat to the health and well-being of our children is drug use . . . Even more troubling is the fact that children are using drugs at younger ages. Students today identify drugs as a major problem among their schoolmates as early as the fourth, fifth, and sixth grades." (The percentage of students using drugs by the sixth grade has tripled during the last decade.)

Drug use impairs memory, alertness, and achievement. It erodes the capacity of students to perform in school and to think and act responsibly. The consequences of using drugs can last a lifetime.

The best way to fight drug use is to begin prevention (promotion of mental wellness) efforts **before** children start using drugs. Prevention efforts that focus on young children are the most effective means for fighting drug use.

The GROWING UP STRONG curriculum is designed for preschool and elementary school children. It is tailored to their specific developmental levels and interests. The best way to prevent drug abuse—and a number of other serious problems that can develop in older children—is to help every child develop positive habits, attitudes, and life skills as early as possible. This philosophy is based on the conviction that prevention, as it is practiced in good dental and nutritional health, rather than intervention, is the best approach.

Schools have been the focal point of many drug prevention activities and no doubt will continue to be responsible for educating students about drugs and alcohol. However, no one institution or entity can solve the drug problem. To be effective, families, schools, and communities must start early and work together to help children grow up strong.

An Overview of the GUS Program

GROWING UP STRONG has been designed so that it can become an integral part of your total early childhood curriculum. It should be allowed to find its way into every aspect of your classroom and into each child's home. Features of the GUS program include classroom activities, teacher information, family involvement, GUS and GUSSIE dolls and puppets, resources, and information on evaluation, screening, and assessment.

Classroom Activities

GUS classroom activities in Section IV can be used in a variety of classroom formats—in learning centers, with small groups of children, with individual children, and with the class as a whole. Teachers can have a specific "GUS Time" or can easily include the activities with other units. Many of the GUS activities blend well with other units such as "Body Parts," "Birds," and "Holidays." Yes, you can do mental health/drug abuse prevention and art at the same time!

Teacher Information

Information for teaching staff includes explanations dealing with classroom management techniques as well as strategies for involving family members in positive interaction between home and school. Efficient classroom management has a beneficial side-effect—a smoothly run classroom. The special articles are useful during your school's ongoing in-service training. A GUS and GUSSIE stationery duplication master is included and can be used by teachers in a variety of ways such as newsletters, notes to families, and other correspondence.

Family Involvement

In the pocket of the GROWING UP STRONG program folder, you will find masters that can be copied for use as family involvement information and activity handouts and should be sent home with the children. The sample introductory letter to families can be copied "as is" or you may want to adapt it to include other information about the program. This letter should be given to families before the other handouts are used. Sending handouts home once each week is a good practice, but the actual number of "take-homes" may be a budget decision.

The **Award-O-Grams, Happy-Day-Feelings Awards, Happygrams**, and **"Today I did..." Notes** are critical in developing good relations with families. Each child should receive at least one award weekly.

GUS classrooms are encouraged to invite families to at least one meeting each year devoted to specific aspects of strong mental health

Dolls/Puppets

GUS and GUSSIE dolls and puppets have become the hallmark of the GROWING UP STRONG program. One of the first things you will want to do is to obtain or make a set of dolls or puppets. GUS and GUSSIE are featured prominently in the literature children will be taking home to their families. The GUS and GUSSIE characters provide a visual framework for ongoing discussions and they become the children's friends and confidantes. The dolls and puppets have their own special place in the classroom and children know that if they just need to talk to someone, GUS and GUSSIE are always ready to listen—they are always accepting, never critical. GUS and GUSSIE dolls and puppets also can be used in a very positive and accepting way to encourage children to talk about and learn ways of coping with their feelings.

Resources

A bibliography section, included on pages 33, lists resources which complement the GUS program. This will serve as the beginning of an ongoing list of additional GUS-related resources for your classroom.

Evaluation, Screening, and Assessment

The use of the GROWING UP STRONG Observable Behavior Checklist, which is included in the duplication masters in the pocket of the GROWING UP STRONG folder, is optional. This fully validated, non-diagnostic, non-labeling assessment instrument is based on observable behaviors. During initial piloting of the program the GROWING UP STRONG Observable Behavior Checklist was used to create a research base which indicated that GUS promotes mental wellness and helps to prevent behaviors associated with early onset of alcohol and drug abuse, as well as other serious mental health problems. Periodic use of the checklist helps teaching staff assess the effects of the program on the class as a whole. Technical assistance in using the checklist or tabulation and interpretation of your assessment data can be obtained from the Center for Child and Family Development.

Questions Teachers Ask

"What is so special about GUS?"
The GUS program is special because it is comprehensive in nature. More than just "a lesson a day," this program involves the child, the teacher, and the family in positive, ongoing activities that contribute to strong mental health development.

GROWING UP STRONG also is special because of its focus on the preschool-age child. This is a critical period of time in a child's life and effects of learning are generally greater during this developmental period than later in the child's life. Knowledge and skills related to the prevention of mental health problems must occur early to have the greatest potential effect.

"I have looked through these activities and some of them aren't particularly new or special."

This is true. Some of the GUS activities are not new or special. These activities are very similar to those commonly used by perceptive and sensitive early childhood educators.

What is new is that these activities have been chosen with the common goal of promoting positive mental health and they are organized in a usable way to achieve that goal. In addition, attention is given to the attitudes of the teacher who is using these materials. This is very important because **the way we teach** is as important as **what we teach**.

"I already use activities like these. Why do I need GUS?"

Consider the following questions:

- Do you use these activities **every day**?
- Do you have some special friends like GUS and GUSSIE in your classroom who are **always** ready to listen uncritically to the children? Are the children well acquainted with these "friends" and do they use them **regularly**?
- As a teacher, is one of your **weekly** goals to help children develop strong mental health?
- Does your routine include having positive communication with every family **at least once each week**?
- Do you **routinely** send home information/activities designed specifically to enhance family-child communication?

If your answer to each of these questions was yes, congratulations! You have developed your own program which is similar in nature to the *GROWING UP STRONG* program. However, most teachers—even those who do these things—cannot really say that they do them often. The important consideration here: **frequency and repetition are vital to learning!**

II. Using GROWING UP STRONG

How To Use GROWING UP STRONG

It is probably most convenient to think of the mental health concepts in GUS as threads that run through your curriculum, your classroom management techniques, and the productive teacher-child-family relationships you are trying to foster. The following explanations of how to use the GUS program will assist you in making it as effective as possible. It is important to incorporate all GUS program elements into your overall curriculum.

1. Introduce the GUS program to the families of your children at the beginning of the school year or as soon as you begin to use the program. Tell families about the program in a newsletter article, in a letter (see sample introductory letter, page 7), during a parent meeting, at an open house, or use all of these methods. Put the GUS poster up in a prominent place in your classroom.
2. Make it a point to establish frequent, positive communication with families as a regular part of your classroom routine. It is very important to **positively communicate** with families as often as possible. For example, Happygrams, Award-O-Grams, Happy-Day-Feelings Awards, and "Today I did . . ." Notes are great positive communication tools.
3. Use the GUS family involvement information and activity sheets. Send them home on a regular basis. Activities that actively involve the child can be used more than once. It is often beneficial to repeat activities when the children are a few months older. The sheets also contain information and activities that you can use in the classroom.
4. Plan at least one meeting with families that features an important mental wellness topic. Stress management (for children and/or families) and positive guidance techniques that families can use at home are two possible topics. Some good resources for speakers are your local county health department guidance center, Parents Anonymous groups, and nearby colleges.
5. **Use** your GUS and GUSSIE dolls or puppets from the start. You will find that the children will quickly become attached to these special friends in their classroom. It is important to keep the dolls/puppets in a special place that is accessible to the children.
6. Use a GUS activity at least **once every day**. These can blend easily into your regular lesson plans. The fact that this will involve repetition is fine. Be sure you try all of the GUS activities at least once.
7. Read and use the "GUS and GUSSIE Talk with Teachers" articles. Make it a point to read one article every week—concentrating on the information you can use during that week. After you have read them all, begin again from the beginning. Chances are you will become aware of additional meanings in them the second time around. This is an important feature of these articles.
8. Once you are familiar with the GUS program and are using it routinely in your classroom, it's time to reach for outside resources. The bibliography in this *GROWING UP STRONG Teacher's Guide* will help you get started. Other resources in your community also will be helpful.

Sample Introductory Letter to Families

When you begin using the GROWING UP STRONG program, you may wish to use this letter in telling the children's families about it. A duplication master is included in the pocket of your *GROWING UP STRONG* program folder.

GROWING UP STRONG
Letter to the Family

Your child's school is using GROWING UP STRONG (GUS), a mental wellness promotion and drug abuse prevention program for preschool children. Why a prevention program for children so young? Because **primary prevention** takes place before children are exposed to the problem of drug abuse. Think of primary prevention as a vaccine. Some vaccines stop disease and some make the illness less severe. GROWING UP STRONG has been used in hundreds of classrooms and has been evaluated as an effective primary prevention tool.

How does GUS work? GROWING UP STRONG focuses on a child's self-concept and self-esteem, teaching the following "survival" skills:

- Decision-making
- Problem-solving
- Accepting responsibility
- Assertiveness

GUS and GUSSIE, the characters that illustrate GROWING UP STRONG, are used as dolls or puppets in the program, and will be your child's new friends at school. Expect to hear about them often!

A successful prevention program depends on a partnership between the school, families, and the community. Family involvement is an important part of the GUS program. GROWING UP STRONG as developed family involvement information and activity sheets for you to use with your children. You will be receiving these during the school year. These sheets can be copied on a duplicating machine. Many families like to have several copies of each one to use at a later date or with other children in the family. You can help GUS and GUSSIE by reading the information sheets and doing the activities with your child. Encourage your child to work on the "survival" skills at home.

On the back of this sheet are several GUS-Related Tips to help you develop your parenting "survival" skills.

Having fun is an important part of mental wellness, so **HAVE FUN** with your child!

Using the GROWING UP STRONG Observable Behavior Checklist

The GROWING UP STRONG Observable Behavior Checklist was developed for use during the piloting and evaluation stages of the *Preschool GROWING UP STRONG* program. We continue to include it because teachers have found it beneficial in helping them look objectively at the behavior of children both individually and in groups. As a fully validated, non-diagnostic, non-labeling assessment instrument it also can be used to evaluate the effectiveness of using the program in your classroom over a period of time.

Completing the checklist takes between five and ten minutes per child. Give yourself ample time (approximately one month) to become acquainted with the children before you begin using the checklist. Use it thereafter, as needed, at timed intervals during the year or at the end of the year. Most teachers prefer to complete the checklist from memory but it can be used as a check sheet on which you count a child's specific behavior as you observe it.

For purposes of confidentiality, you might want to assign numbers to children rather than use their names. The "key" to the numbers could remain locked in a file cabinet. Adult family members also can use the checklist when there are conflicting opinions about a child's behavior. Sometimes parents and teachers observe the same behaviors, but refer to them by different names. The checklist can be very helpful at these times.

By formulating a "picture" of an individual child, or a composite assessment of your class, the checklist will help you select and plan activities for the children and check their progress. Arrangements can be made for your school to obtain technical assistance from the Center for Child and Family Development for using the checklist or for tabulation and interpretation of your assessment data.

Please note that checklist items 2, 5, 7, 8, 11, 15, 18, 22, 26, 27, 28, 30, 32, 33, and 35 reflect "negative" behaviors that are normal at certain times for most children. Do not assume that a child is abnormal in any way on the basis of using this checklist. It should assist teachers in realistically viewing children's "typical" patterns of behavior. For example, a high number of "never" or "most/all of the time" behaviors may indicate a need for further observations, more interaction with the child, or a referral for professional assessment and evaluation.

Question 15 may have cultural relevance. Teachers should be sensitive to the ethnic background of each child. Omit this and any other question which is contrary to a child's cultural experience.

You may reproduce the checklist from the duplication master included in the pocket of your *GROWING UP STRONG* program folder.

School: _____

Grade: _____ ID#: _____

Child's Name: _____ Sex: _____

Child's Birthdate: _____

Checklist completed by: _____

Teacher's ID#: _____

Checklist completed on: (date) _____

Other information: _____

_____

Answer every question. Select the *best* answer you can. If you have not actually *seen* something happen, select "never."

GROWING UP STRONG
Observable Behavior Checklist

	NEVER (you have never seen this happen)	SELDOM (once or twice in the past month)	SOMETIMES (three to four times per month)	OFTEN (one to four times per week)	MOST/ALL OF THE TIME (at least once a day)	Notes or Comments
1. Eager to try new things.						
2. Prefers to play alone most of the day.						
3. Plays different adult roles in dramatic play (pretends to be nurse, daddy, etc.).						
4. Eager to make decisions and to do things for himself or herself.						
5. Damages or abandons classroom materials rather than properly using, caring for, and storing them.						
6. Is willing to bargain or compromise in order to attain goals.						
7. Must be coaxed or told by adult to begin before entering into an activity.						
8. Refuses to participate in large muscle activity (such as running, climbing, etc).						
9. Adjusts rapidly to changes in routines or people.						
10. Stays actively involved in a chosen task until it is completed or for at least 15 minutes.						
11. Speech unclear to strangers.						
12. Uses words to express feelings, both positive and negative (such as, "You make me mad," or "I like you," etc.).						
13. Verbally participates in group time (sings songs with group, volunteers to answer questions, takes part in discussions, etc.).						
14. Expresses liking for children or adults.						
15. Avoids eye contact when speaking or being spoken to.						
16. Confident, stands up for own rights when challenged.						
17. Can get and maintain adult attention without "getting into trouble" to do so.						
18. Spends more time with adults than with own age group.						

Child's Name: _____

	NEVER (you have never seen this happen)	SELDOM (once or twice in the past month)	SOMETIMES (three to four times per month)	OFTEN (one to four times per week)	MOST/ALL OF THE TIME (at least once a day)	Notes or Comments
19. Enters into class activity within 10 minutes after arrival at classroom.						
20. Talks to adult directly (rather than sulking or acting out) when adult has caused child to feel angry.						
21. Shows concern for other people with words or actions.						
22. Gets into fights or quarrels with other children.						
23. Shows anger in a way that does not damage people or equipment.						
24. Seeks a child to play with or plays with another child when that child offers to play.						
25. Shares when he or she has at least enough for self.						
26. Cries for no apparent reason.						
27. Has temper outbursts and unpredictable behavior.						
28. Mood changes quickly and drastically.						
29. Takes responsibility for own actions, such as staying within the rules in an activity or in the classroom.						
30. Wets pants or has bowel movement accidents during the day.						
31. Shows pride in accomplishments or creations.						
32. Complains of stomachache, headache, arm or leg pains.						
33. Leaves (or attempts to leave) table in middle of snack or meal.						
34. Says, "I can do that!" (or makes similar statements showing self-confidence).						
35. Bumps into things and gets hurt.						
36. Offers suggestions for solving problems.						
37. Takes criticisms and reprimands in stride, without becoming upset.						

38. Has this child been diagnosed as having a learning disability, a physical handicap, and or other special need? ☐ no ☐ yes

If yes, please explain briefly:

Using Family Involvement Information and Activity Handouts

In the pocket of the GROWING UP STRONG program folder, you will find masters that can be copied for use as family involvement information and activity handouts. These should be given directly to the family or sent home with the children. Sending something home once each week is a good practice; however, you may wish to space the handouts over an entire year. There is great value in repeating these exercises months later. Each family should receive a complete set.

The handouts are designed to: 1) give families information; and 2) encourage the family and child to get involved in an activity and/or a discussion. They are entitled:

Help Your Child To Become a Better Problem-Solver

Going to the Grocery Store

Believe in Your Child

Value Good Health

What Makes You Angry? Draw It.

Draw Something That Makes You Feel Good!

Give Your Child Some Responsibility

Let's Help GUSSIE and GUS Put the Toys Away

Taking Responsibility Around the House

How Do You Help at Home?

Set a Good Example for Proper Drug Use

Ouch! Ouch! GUS is Hurt!

Cross Out With a Big X the Things That Are Not Good For Kids. Circle the Things That Are Good for Kids.

Let Children Say No!

Let Children Solve Their Own Problems

Help GUSSIE Find a Way To Visit GUS

Keeping Our Teeth and Bodies Clean

Let's Help GUS Set the Table

Award-O-Grams, Happygrams, Happy-Day-Feelings Awards, GUS and GUSSIE Stationery blanks, GROWING UP STRONG Letter to the Family, GUS-Related Tips for Families, "Today I did . . ." Notes

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Making the GUS and GUSSIE Dolls and Puppets

Because GUS and GUSSIE are such important parts of the GROWING UP STRONG program, we encourage you to purchase or to arrange to have them made right away!

Making GUS and GUSSIE Dolls

Teachers, families, or community volunteers may make dolls which look like the GUS and GUSSIE characters. Any soft-sculptured doll pattern will do. These patterns usually call for knit fabrics. Most major pattern companies have soft-sculpture doll patterns and many craft magazines also have directions for making dolls which would be appropriate.

The Center for Child and Family Development has a custom pattern for dolls which has been used to make hundreds of sturdy, attractive GUS and GUSSIE dolls. Contact the Center for Child and Family Development at 555 Constitution Avenue, Suite 221, Norman, Oklahoma 73037; or phone (405) 325-1446 or 325-1711 to purchase dolls or patterns.

After looking at the various drawings of GUS and GUSSIE, you will realize you need to select a pattern having a wide face. Also, keep in mind that the dolls should be large enough to really hug (probably between 1½ feet to 2½ feet tall). The dolls should be soft and cuddly. Their hair should seem "real"—use fake fur or yarn. Active wear is the best kind of clothing. Stay away from frilly dresses for GUSSIE and little suits for GUS. Knits are best. If your dolls are about two feet tall, they can probably wear real children's clothing in sizes 6 to 18 months. Encourage families to donate outgrown baby clothing and accessories so that GUSSIE and GUS will have wardrobes that are appropriate for a variety of activities.

The "trademark" for the dolls is their terry cloth headbands. The dolls should always wear a headband with their names clearly printed on them, as shown in the illustrations. Acrylic paint, fabric paint, markers, or embroidery all work well.

Making GUS and GUSSIE Puppets

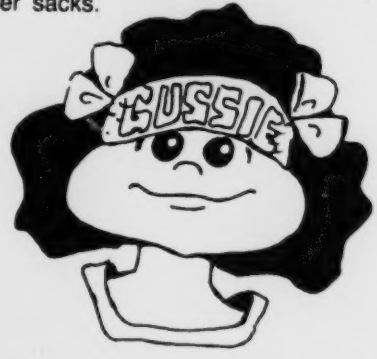
Patterns for making GUS and GUSSIE hand puppets are printed on the following pages. Ready-made puppets are available and may be purchased at a reasonable cost from the Center for Child and Family Development.

Method 1:
Use an iron-on transfer crayon or pencil according to directions and transfer the pattern to a light colored or white fabric. The cutting lines (_____), seam lines (_ _ _ _ _ _), notches, and places to clip have been marked. After transferring to fabric, cut out the puppet pieces. Match right sides together and sew along the seam line. Clip, pink, or zigzag seams to finish. Turn and press.

Method 2:
Tape pattern to a window. Tape white fabric on top of the pattern. If the sun is brightly shining, you can see to trace the pattern onto the fabric. Use paints, iron-on crayons, or other marking tools to apply the design to the fabric. Complete as described in Method 1 above. It may be helpful to place the fabric in an embroidery hoop to keep it smooth.

Method 3:
Mark the fabric using any of the methods described above. Use hand or machine embroidery to decorate the puppet. Sew as previously described.

Method 4:
Copy the puppet patterns, front only. Cut along dotted lines. Color brightly then cover with clear contact paper or laminate. Glue heads to bottoms of small paper sacks.



GUS puppet front

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GUS puppet back

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GUSSIE puppet front

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GUSSIE puppet back

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How To Use the GUS and GUSSIE Dolls and Puppets

Activity #1 on page 41, "GUS and GUSSIE Come to Class," provides a good way for you to introduce the characters to the children. The message from GUS and GUSSIE which follows can be helpful as you carry out this introductory activity. The letter may be adapted or shortened to meet your classroom's needs.

The GUS and GUSSIE dolls/puppets should have their own special place in your classroom. Always display the GUS and GUSSIE puppets on a stand. To make a stand, simply attach two small plastic detergent bottles (or something similar) to a board. Each of the puppets will fit over one of the bottles, and the children can see and use them when appropriate.

Use the dolls/puppets at times when you discuss feelings or sensitive subjects with the children in a group. Put on the GUS and GUSSIE puppets and let them speak the words. Let them play the teacher's role. As the children become acquainted with the characters, they will find them easy to talk to during this kind of group discussion.

IT WILL BE AN EXCITING TIME WHEN THE GUS AND GUSSIE DOLLS OR PUPPETS COME TO YOUR CLASSROOM!

A Note from GUS and GUSSIE:

Hi! I am GUS. And I am GUSSIE. We are your new friends and we have come to stay in the classroom. GUS's name means GROWING UP STRONG. GUSSIE means GROWING UP STRONG Says I'm Excellent.

Why are we here? We are here to listen to what each of you has to say. Guess what! You can tell us your feelings. You can tell us your thoughts. You can even tell us your problems. You can also tell us about the things that make you happy. We understand what it is like to have a bad day—to feel grumpy, to be scared, to be angry with someone, or to be excited. Just talking to us will make you feel better. We want you to know that we really like to listen. And we especially want to listen to you!

Besides listening, we both like to hug and play. So we hope that you will give us a special place in the classroom where we can live. This will help us do our very best job as your new friends.

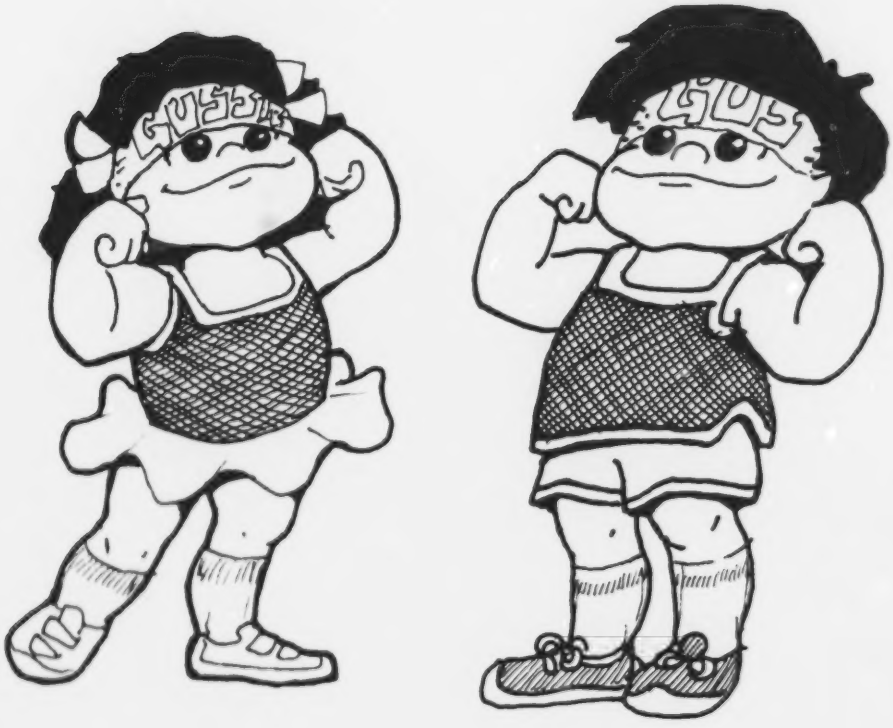
What should our home in your classroom be like? It needs to be a special place where it is fairly quiet—so we can hear you when you talk to us. It needs to be a place where we can see everything that is going on in the classroom. But most important of all, it needs to be a place where you can find us when you need us for talking, for hugging, or for playing.

Maybe the language area in the classroom would be a good place for us. The language area is probably quiet enough that we can sit and chat and listen to our friends. Maybe we can have a special chair or a special shelf on the wall where we can sit and be almost as tall as all of you. We don't think we should be with all of the other nice dolls that you have here in your classroom. This is because we have a special job to do. Can any of you think of a good place in your classroom where we can live?

We need to tell you one more thing today, since we are just meeting each other for the first time. The most important thing that we need from you is love. We promise to give you love, because we will always be here for you to talk to and we will always listen to what you have to say to us. You can give us the love we need by talking to us. You can give us the love we need by including us in some of your activities. Our favorite ways for you to give us love is for you to give us lots of hugs!

Both of us LOVE to get hugs!

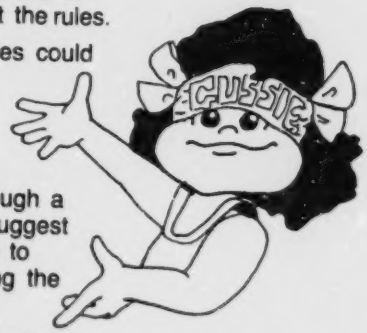
III. GUS and GUSSIE Talk With Teachers



Classroom Management

Although rules are not always the best way to handle classroom problems, they are necessary. Here are some guidelines for making rules that should work in your classroom.

Rules should be simple, short, and make sense to children. Teachers cannot assume that children understand a rule or always remember to use it just because they have memorized it. Anybody who has ever run a stop sign by accident or gone in an "out" door by mistake will realize that we all, at times, forget rules that we know. The difference is that children will do this more often than adults. They don't have our years of experience and practice. In addition, they frequently are intensely involved in whatever it is they are doing or thinking and forget about the rules.



Sometimes it helps if the children assist in making the classroom rules. Rules could be discussed with them at group time.

For example: "We have a problem in our block area lately. People keep running through and knocking the blocks over. How can we solve this problem?"

Encourage the children to think of some possible solutions to help them through a problem-solving process—brainstorming, discussion, voting, or consensus. Suggest that the class have a trial period in order to give the new rule (or idea) time to work. Then they can meet again either to congratulate themselves for solving the problem or to decide on another approach.

If an individual child is having trouble with a particular rule, the child may be able to help you solve the problem of how to help if you ask her some questions. The child's solution may involve your help. For example, the child may want you to say a code word if you see her attempt to hit another child. The child may ask you to just stand by her at certain times. The most important point to be made here is that when the **child** decides how you will help, it is much more likely to work than when **you** decide.

Enforcing Rules

- Try never to make exceptions. Children need the security of consistency.
- As much as is appropriate, have all the rules apply to all the children all the time.
- Be patient. Anger will only make the situation worse.

When the rules that the children helped to create for the classroom are broken, then you may want to have a classroom discussion to decide what needs to be done. Guide the children to several solutions to the problem. Explain that since all the children helped to make the rules, when a problem arises they can all help to decide the solution. You may be surprised how fair the solutions will be.

Tips for Teachers

The following items should help you in establishing rules in your classroom:

1. **Listen to yourself**. Does your voice get loud or harsh? Think about how you respond to such a voice. How would it feel for your supervisor to speak to you in such a voice? Now put yourself in the place of the child. To what kind of a voice would you like to respond? As one child said, "I can't hear you when you yell."
2. **State rules positively**. Tell a child what you **want** done, instead of what you don't want done. Don't risk suggesting a new, undesirable behavior. Stating rules this way is a strong reinforcement for what you want them to do, and they are more likely to respond. For example, say, "Walk indoors," instead of "Don't run."
3. **Count behaviors**. When trying to help a child change a particular behavior, keep a tally of the number of times the behavior actually occurs each day. On days when the number goes down, be sure to let the child know you are pleased with his progress. On days when the count is higher, don't say anything about how many times it happened, as this can be counterproductive. Sometimes behavior which really bothers us isn't happening as often as we think, but we don't realize this until we count it. This method could be used prior to completing the GROWING UP STRONG Observable Behavior Checklist.
4. **Give only choices you will accept**. Saying, "Will you please bring me that block?" asks a question. A child could say "yes," "no," or perhaps "later." It is better to say, "Bring me the block, please." Whenever possible give children two acceptable choices rather than no choice. For example, say, "Would you rather put away the blocks or the trucks?"
5. **Remember the Golden Rule**. Treat the children the way you would like to be treated if you were in their position (not necessarily the way you **were** treated, but the way you would **like** to have been treated—fairly and compassionately.) Respect children as persons, as individuals, as fellow human beings.

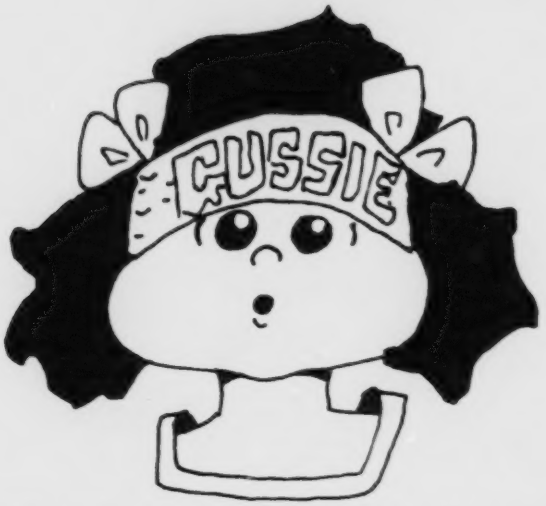
Teaching the Task

Young children need to be taught how to use equipment and supplies, return items to shelves, turn pages of books, and so forth.

At the beginning of the school year, practice these activities often. Teach children "how" to use the classroom. Walk through an activity with them so they feel secure with the structure of the room.

For example, if you use learning centers, take small groups of children and do an activity to show how to use the materials. Remember to repeat these steps any time a new child enters your classroom. Have the other children help teach new classmates how to use the classroom.

When you go outside, teach the children the safety rules of the playground. Activity Number 2 on page 42 offers a suggestion for "Teaching A Task."



Positive Comments

Find at least one positive thing to say to every child during the day. As you do this, remember that your comments must be sincere.

In considering what you might comment on, it is most productive if you talk about something she is doing or has done (rather than on how she looks or what she is wearing). Your comment can be as simple as the remark, "Joanie, you are doing a good job putting away the blocks."

As you make positive comments to the children, try to make your language as descriptive as possible. Some examples of descriptive comments are:

> ***"John, thank you for helping me pour the juice. You almost never spill any because you are so careful."***
>
> ***"Jane, I like the way you take your time so you can build such a high tower of blocks."***
>
> ***"Jared, it must be very difficult cleaning play dough out of the carpet. I can see you are working very hard at it."***

For some children, on some days, it may be extremely difficult for you to find a positive action to remark on. However, you need to find something positive to comment about that the child has done well or at least has done not as poorly as in the past. Some examples:

> ***"Janet, I see you drank all your milk today. That will help you grow strong."***
>
> ***"Jamie, you put away one whole block all by yourself. Thank you for helping."***

Remember:

The child about whom it is most difficult to find a positive comment to make is the child who needs a positive comment the most!

A variation on this activity would be to make it a point to pass on the same positive comment to the child's family if you talk to them that day.

An excellent way to pass the comment on to the child's family is by sending a Happy-Day-Feelings Award or a "Today I did . . ." Note home with the child that day.

"Today I did . . ." Notes

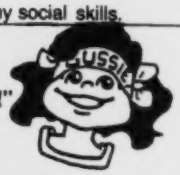
A "Today I did . . ." Note can be written for a particular activity or for something special done by only one child. You also can write up several of these "Today I did . . ." Notes for typical activities you know most children do during the day. These can be duplicated so that you will have a supply of them on hand. Put a child's name on the appropriate note and give it or send it home to the child's family.

Some examples:

"Today I built with blocks.

This helps my eye-hand coordination and gives me a chance to practice my social skills.

It was fun!
Ask about it!"



"Today I played in the sand with scoops.

This helps develop my small muscles; it helped me with pre-math, such as comparing sizes.

It was fun!
Ask about it!"

It is suggested that each child take home a note describing one of the activities he or she was most involved in during the day. You can maintain a supply of notes in an envelope on the wall in the learning center. After playing in an area or otherwise taking part in an activity, a child can be given an appropriate note.

"Today I did . . ." Notes provide families with a richer understanding of each day's activities and their benefits. Often it is much more informative for families than when they ask their child, "What did you do at school today?" and having their child answer, "Nothing" or "I played."

Many families expect (as they have sometimes been taught) a product to be manufactured by their child during the day and brought home—a painting, a coloring sheet, a sculpture, etc. This little duplicated slip of paper can ease their need for a product every day and be very interesting to them.

Where can you get some good ideas regarding the benefits of certain activities? Many of the resource books and curriculum guides available in your center, or listed in the Resources section of the *Teacher's Guide*, will include such information.

You will find a duplication master for "Today I did . . ." Notes in the pocket of your GROWING UP STRONG program folder.

"Be Honest With Yourself" Teacher Activities

Following this page are several activities designed not for children, but for teachers. Often we as teachers are not aware of how our actions reflect our inner feelings and not aware of how this relates to the effects we have on the children.

The "Be Honest With Yourself" activities focus on relevant situations adapted from real life. Using these activities should heighten your self awareness and enhance your relationships with others.

How to Use the Activities:

1. Sit down and read through the activity—including all of the questions. Then go back and write your answers to the questions. It is important for you to write down your responses, not just think them. Do these activities (not more than one activity per sitting) near the beginning of your school year.
2. Put the activities aside.
3. A few months later, do the activity again. How have you grown? Do your answers look the same as they did the first time? If so, does that indicate a solid position on your part based on thinking things through and past experience, or does it indicate a stubbornness and reluctance to change? If your answers are different, is it because you were really uncertain both times as to what course of action you might take? Or is it because you grew and changed as a result of experience, observation, and/or other considerations?

These activities are from a workbook by Doreen J. Croft, *Be Honest With Yourself*. All of the activities in the workbook provide excellent ways to develop self-knowledge as a teacher and are good self-education tools. Remember: Knowing yourself is a part of your self-concept. In order to help young children develop strong, positive self-concepts, it is essential that we continually work to develop strong images of ourselves.

The Parent Who Considers You Negligent

Jamie's mother asks you to take him to the bathroom so he'll stay dry. On some days you forget to remind him. When you do remember to take him, sometimes he doesn't need to go. You never seem to solve the problem; so he has been wet more days than dry. His mother complains that you are negligent and not fit to have the care of children.

My probable reaction:

I would try to explain to her that she's expecting too much of me and _____

I would suggest that she put diapers on Jamie and _____

I would tie a string on my finger and _____

I would ask one of the other teachers to _____

I would apologize to the mother and promise _____

I would be polite to the mother but _____

I would tell her that perhaps she should _____

Other: _____

Questions:

How do I feel about being criticized this way?

Why does Jamie's mother act like this?

How do I feel about my reaction?

From: Croft, Doreen J. *Be Honest With Yourself.* Belmont, California: Wadsworth Publishing Co., Inc., 1976. Used with permission of author.

An Irate Parent

Mary tosses her jacket on the floor of the locker and runs off eagerly to play. Her mother calls her back and exclaims loudly, "You don't do that at home and you don't do that at school! Now hang your jacket up on the hook like you're supposed to." She turns to you and demands, "Just why do you let her get away with that kind of behavior?!"

My probable reaction:

I would defend Mary by _____

I would apologize _____

I would refer her to the Director and _____

I'd suggest we talk about it later _____

I'd ignore her _____

Other: _____

Questions:

How do I feel about the mother's anger?

How does she probably feel about my reaction?

How does the child probably feel?

From Croft, Doreen J. *Be Honest With Yourself*. Belmont, California: Wadsworth Publishing Co., Inc., 1976. Used with permission of author.

Be Honest With Yourself
Activity 3

The Abused Child

Alison is very quiet and withdrawn in school. She usually appears tired and listless. She cries easily and does not enter into social play with other children, preferring to watch rather than to participate. You notice bruises on her. When you talk with her mother about it, she tells you that her husband beats Alison.

My probable reaction:

I would report him to the authorities and _____

I would ask for a conference with the father and _____

I would try to make life as pleasant as possible for Alison by _____

I wouldn't force her to socialize but _____

I would give her more attention, such as _____

I would work harder at getting Alison to participate by _____

I would try to forget what I know and not get involved in family problems because _____

Other: _____

Questions:

How do I feel about Alison?

How do I feel about Alison's father?

How do I feel about my reaction?

From: Croft, Doreen J. *Be Honest With Yourself.* Belmont, California: Wadsworth Publishing Co., Inc., 1976. Used with permission of author.

Enhancing the Young Child's Self-Concept

In recent years a great deal of emphasis has been placed on the development and enhancement of the young child's self-concept. Its influence on motivation, achievement, and behavior is recognized by numerous psychologists and educators. As stated by Combs, Avila, and Purkey (1971), "the most important factor affecting behavior and learning is the self-concept of the child." Just as the child who harbors feelings of adequacy is one who functions effectively, ineffective functioning is fostered when the child has feelings of inadequacy (Eldridge, Barcikowski, and Witmer, 1973). Children with superior intelligence and a low self-concept usually do poorly in school, while children with average intelligence and a high self-concept usually are successful. The child with healthy feelings about himself tends to have fewer anxieties and knows constructive ways to work through them.

The earliest years of a child's life and those who play significant roles in it are of utmost importance in the development of self-concept in the young child and are the subject of much research from which a great deal of information may be gleaned. The overall trend of the data indicates the close relationship between self-concept development in the young child and the perceptions of him by significant others. The self-concept, when viewed as a learned rather than an innate phenomenon, has developed as part of the growth process and will continue throughout a child's interaction with people of significance. His first feelings about himself are a reflection of his parents' view of him. Gordon (1966) summarizes self-concept development in young children when he states:

> Their original images of themselves are formed in the family circle. They develop the notions of who they are in relation to the behaviors of people around them, particularly through the ways in which their behavior is received by adults who are important (and that) the origins of self-concept are the result of interactions with his parents and the meaning he assigns these experiences. (The Self thus becomes) the motivating and selecting factor of behavior . . . and is the sum of subjective judgments he makes with regard to himself and his experiences.

Parents are the most important people around when it comes to a child's feelings about himself, but teachers, grandparents, siblings, and other children also have powerful influences on a child's image (Wright, 1980). In this way, predispositioned feelings of self-worth are conceived and ramifications for future development become evident.

The impact of the school environment on the development of self-concept has received much attention in recent years. The underlying assumption in the research is that, as self-concept is not one-dimensional, it can be viewed as an integrated and explanatory concept.

It is implied by some research that self-concept is a fundamental determinant of academic performance and numerous studies have been done which reveal a significant relationship between a child's self-concept and school achievement.

Purkey (1967) found that most difficulties are related to faulty perceptions of the self in the basic personality structure, thus suggesting an emphasis be placed upon self-actualization procedures with young children due to the findings that self-concept can be changed through school experiences. While a considerable amount of research shows a positive relationship between self-concept and school achievement, others have postulated that deficiency in self-esteem may be a significant determinant of underachievement as well. Combs (1969) concluded that: 1) "Underachievers" were shown to be significantly different from "achievers" in that they perceived themselves as

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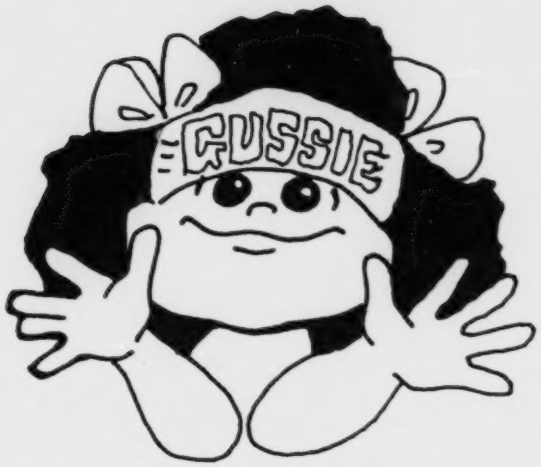

less adequate and acceptable to others; 2) They considered their peers and adults as less acceptable; and 3) "Underachievers" showed an inefficient and less effective approach to problem solving. A direct outgrowth of school performance and language ability is the child's self-concept. Should the child consistently experience failures in these two areas, his view of himself is likely to be diminished, while repeated successes are likely to result in a good self-concept (Maxim, 1980).

Imagine, on the one hand, a child who is continually praised and encouraged for his many and varied efforts; and on the other hand, a child who is always berated, made fun of, and told of his stupidity. The former is likely to develop a feeling of confidence in his own capacities, while the latter may come to perceive himself as incompetent, inept, and worthless.

Using comparison and competition to motivate good behavior is a common school practice likely to reduce feelings of self-esteem. A teacher may lower a child's self-esteem by overhelping and overprotecting children. Often we develop ideas and expectancies of others from hearing what other people say about them. Stereotyping young children such as this can be harmful. Honest praise and respect for the child and his culture are ways to enhance his esteem. It is recommended that the role of the classroom teacher be one which facilitates and promotes congruence between the sequential levels in self-concept development (Jowan, 1974 and Coker *et al.*, 1980) by helping the child identify factors which contribute to an accurate picture of the self, for as the child comes to understand himself, he is better able to assume a greater degree of responsibility for his actions and decisions.

It has also been shown by Edeburn and Landry (1974) that the teacher's self-acceptance is related to the development of positive self-concepts in third, fourth, and fifth grade students. Evidence suggests that the selection of self-accepting teachers at elementary schools is of importance. Combs (1969) and Swick (1975) also indicated that a teacher's attitude toward himself and others is as important as his techniques, practices, and materials and cite the existence of a correlation between teacher effectiveness, self-acceptance, self-actualization, and high social values.

Specific teacher behaviors which enhance self-concept in young children have been identified and can be implemented in the classroom allowing the children to become more free and profound in their expressions of emotion and thus communicate more effectively with others.

The teacher is responsible for creating a positive, non-threatening environment where children trust each other and the teacher to the extent that they can express their true feelings without ridicule. They must be valued and receive love and support in a trusting, caring environment.

The following recommendations are offered to help the classroom teacher provide this climate:

- Respect and accept all children in the classroom.
- Use teaching strategies which allow success for all children every day.
- Verbally encourage children when they do well:
  "Good thinking!"
  "That shows thought!"
  "Good choice!"
  "Improving!"
  "Good job!"
  "Look at the progress you've made!"
- Teach children to reinforce each other:
  "I like that!"
  "That's clever!"
  "Neat!"
  "Interesting!"
  "Wonderful!"
  "Super!"
- Accept children's contributions without judgment.
- Maintain on-task behavior.
- Listen to the children.
- Non-verbally reinforce children:
  winking
  smiling
  hugging
  hand gestures
- Get the children to ask questions and talk.
- Write reinforcement notes to children and their families:
  Showing improvement.
  You had a good day.
  Much progress was made today.
  John is a real asset to the class.

The activities suggested here will help build a positive, supporting climate in the classroom. They are simple, non-threatening, and fun and can be used successfully with children.

Self-Concept Activities

I'm Important: Have the children's baby pictures posted on a low bulletin board so that they can see them. Have them match baby picture with a current picture.

Snapshots: Take snapshots of children working throughout the day. Display the pictures on an adjacent wall and share with class members and parents. These pictures can be filed in a "class scrapbook."

"Me" Books: Collect special work projects and pictures of each child in the class. Have each child make a "Me" scrapbook. Include favorite friends, foods, activities and unique characteristics of each.

"Mirror, Mirror": Have the children sit in a circle on the floor. Tell them to look at themselves with a hand mirror and say something nice about what they see.

Special "Me": Use a magnifying glass, and have each child explore skin, fingers, and hair. Make graphs or charts classifying hair, eyes and even skin tone.

Let's Listen: Use a tape recorder to identify voice characteristics and to allow children to listen to themselves.

Thumbprints: Begin by telling the children that each one of them has something that is different from anyone else in the world. Ask them to hold up their thumbs. Tell them, "Everyone has a thumb, but your thumb can make something that no one else's can. No one else has a thumbprint exactly like yours."

Give the children drawing paper and show them how to press their thumbs onto the ink pad to make thumbprints. Let them compare their thumbprints and help them see how they differ.

I am Special: To encourage and develop self-awareness, have each child tell one or two ways he is special. Make suggestions for those children who hesitate.

Copy what each child says on a separate sheet of drawing paper and put his name on it. Then provide the pre-cut legs, arms, head . . . and show the children how they can make a person stand behind their stories, as illustrated. Have them use crayons to make special faces; add yarn for hair. Display the finished products in their favorite center.

Student of the Week or Day: Each week (daily, the first month of school) highlight a child in class by having him bring in pictures of himself and his family. Ask other class members to write things they like about the child. The child can bring in a favorite record or toy to share with the class.

"Me" Stories: Have the children tell stories about themselves. Encourage them to talk about their feelings, thoughts and behaviors.

Graffiti Board: Attach butcher paper in an area where children can draw pictures about their feelings.

Feelings: Ask the children to sign their names under the "face" that best represents their feelings. Encourage small group rap sessions to discuss these feelings.

Can You Hear Me?: Have an assortment of sound items placed on a table. Have the children select an item and invent a sound that expresses feelings.

cans	sticks	cotton
bells	blocks	nails
whistles	feathers	drums

The proposed teacher behaviors and children's activities begin to provide a basis for practical implementation of a program designed to enhance the self-concept of the young child by means of techniques and strategies which involve the development of self-actualization, understanding and acceptance.

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Resources

Here is a collection of new and not so new resources to assist you in your efforts to provide the best possible environment for children, work more effectively with their families, and support your ongoing development as an early childhood professional.

Especially for You

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Ramsey, Patricia G. *Teaching and Learning in a Diverse World: Multicultural Education for Young Children.* New York, New York: Teachers College Press, Columbia University, 1986.

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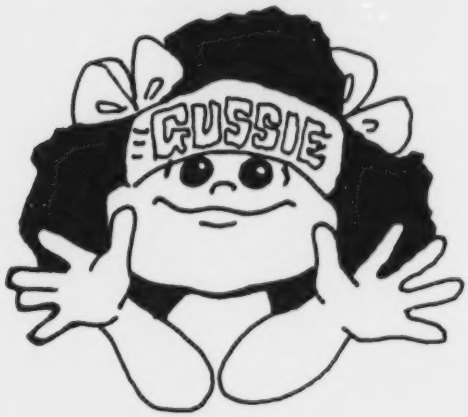

Records and Song Books

Color Me A Rainbow. Record. (Available on cassette.)**
Follow the Clouds. Record (Available on cassette.)**
Hap Palmer Favorites: Songs for Learning Through Music and Movements. Song book.*
I Am Special. Record. Thomas Moore Records, 4600 Park Road, Suite 1000, Charlotte, North Carolina 28209.
Music Skills. Record. (Available on cassette.)**
Quiet Time. Record. (Available on cassette.)**
Rhythm and Rhyme. Record. (Available on cassette.)**
Self-Concept: Sing and Learn Program. Hicksville, New York: Macmillan Book Clubs, Inc.

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Separation, Divorce, and Death

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Strangers, Good Touch/Bad Touch

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*Gryphon House books are available through:

Gryphon House
Early Childhood Books
P.O. Box 275
Mt. Rainier, MD 20712
(800) 638-0928

**Melody House records are available through:

Melody House Publishing Co.
819 N.W. 92nd St.
Oklahoma City, OK 73114
(405) 840-3383

***NAEYC publications are available through:

National Association for the Education of Young Children
(NAEYC)
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009-5786
(202) 232-8777 or (800) 424-2460

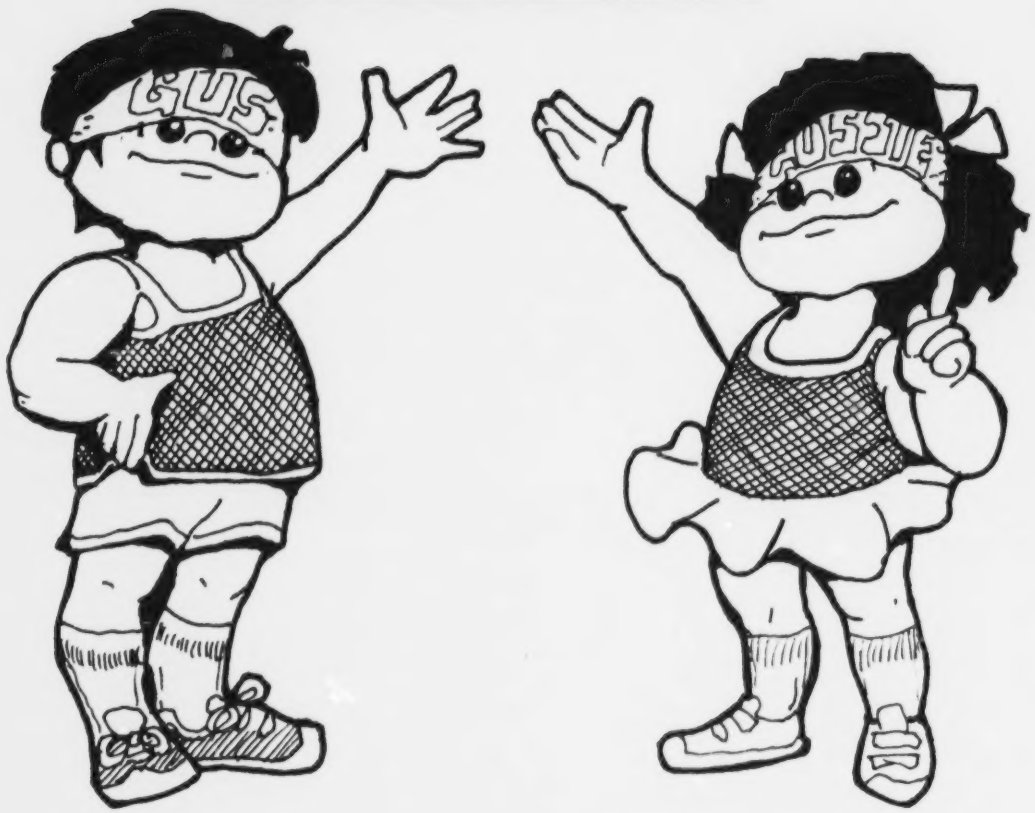
****SACUS publications are available through:

Southern Association on Children Under Six (SACUS)
P.O. Box 5403 Brady Station
Little Rock, AR 72215
(501) 663-0353

Books may be obtained through your local library or bookstore. They may be ordered by telephone or mail through:

The Book Store
1722 South Fourth Street
Chickasha, OK 73018
(405) 224-7452

IV. GUS Activities for Young Children



Using GUS Activities in Your Classroom

GROWING UP STRONG activities are designed to be incorporated into your ongoing curriculum and daily routine. The easy-to-follow format lends itself to use by volunteers as well as teaching staff. You will find that many of the GUS activities will blend well with particular themes or units the children are learning. The GUS activities also work well on their own during a special GUS time. Once GUS and GUSSIE are introduced to the children (Activity #1) the GUS activities can be used in any order you choose.

Whenever possible, do the activities with small groups of children. An activity should be repeated several times during the week so that each child has an opportunity to participate without waiting a long time for his turn.

To assist you in using the GUS activities we have included a sample Daily Activity Plan and a Weekly Plan. We also have included an easy-to-follow Lesson Planning Guide which lists all the GUS activities and indicates some curriculum/developmental area(s) with which they can be used. You will find many ways to expand on these as you become familiar with the activities.

Sample GUS Daily Activity Plan

The following example shows how GUS activities could be utilized on a given day. The theme for the day is "Feelings."

At Arrival Time:

Collect information individually from children, as they arrive, for the "Angry Experience Chart" activity. (See page 56.) Also, have wooden mallets and clay as activities available to the children during arrival time.

During Group Time:

Use your GUS and GUSSIE dolls or puppets to play the "GUS and GUSSIE Say It With Feeling" game. (See page 44.) This "Simon Says" activity uses the dolls or puppets to say things to the children that require them to act out how they feel.

Examples:

GUSSIE says, "Show how you feel when you get a big hug." (pause) "Can you tell me how it feels to get a big hug?"

GUS says, "Show that you are angry because your brother ate your dessert."

At Self-Selected Activity Time:

Have wooden mallets and clay still available to children in the art area or the manipulative area.

At Rest Time or Quiet Time:

Use the relaxation exercise, "Heart Breathe," on page 93 of Clare Cherry's book, "Think of Something Quiet", or the record "Follow the Clouds," Melody House Publishing Company. (See bibliography on page 33.)

Send Home:

Send home with the children the family information and activity sheet, "Draw something that makes you feel good!" (Duplicate from master in the pocket of the GROWING UP STRONG program folder.)

Sample Weekly Plan
for using GUS and GUS-related Activities

Theme: Getting Along With Others

		Group Discussion	Art	Dramatic Play	Story or Language Arts Area	During Lunch	Transition	Other
MONDAY	Activity	Discuss: During "story time," I sit quietly because . . .	GUS Activity #5: "You Help Me and I Help You" (making play dough)	Have building materials available on playground		Have a chart that lists lunchtime helpers	If it's cold outside, have partners help each other put on their wraps	At cleanup time, art activity partners should also clean up their "mess" together
	Reason	To show the value of listening as a way of respecting each other	To work cooperatively in making a product—and then sharing it	To facilitate social interaction		To show that the helpers—each doing an assigned task—get the entire job done	To provide practice in giving and receiving help	To get across idea that working together continues throughout a project
TUESDAY	Activity	Discuss: What was my favorite gift? Who gave it to me?		Continuation	Write a "dictate to the teacher" story; each child contributes a part	Same as above with different children doing different jobs		Same as above
	Reason	To show that gifts are both given and received			To provide an opportunity for a creative cooperative effort	Same as above		
WEDNESDAY	Activity	Discuss: Kinds of gifts: hugs; smiles	GUS Activity #4: "Giant Leaf Box Sculpture"	Continuation		Same as above with different children doing different jobs		Send home with children the GUS parent-child handout, "Going to the Grocery Store"
	Reason	To point out that all three are ways of expressing love and or thoughtfulness	To learn how to work cooperatively on an ongoing project	Continuation		Same as above		To reinforce the getting along together concept at home
THURSDAY	Activity		Continuation of "Giant Leaf Box Sculpture" activity begun yesterday		Have in area Dorothy Corey's *Everybody Takes Turns*	Same as above; also discuss the amount of work and whose turn it is	Have children make facial expressions in a hand mirror. What do they mean to others?	Same as above
	Reason		To reinforce the concept that a project can be done cooperatively		To re-introduce the concept of sharing	Same as above	To show children that other people interpret their facial expressions	
FRIDAY	Activity	Read children Mercer Mayer's *Just for You*; discuss	Each child, working alone, does a large paper fingerpainting			Same as above with different children doing different jobs		
	Reason	To provide reinforcement of concepts covered above	To provide an opportunity for children to express feelings alone			Same as above		

Lesson Plan Reference Guide

Curriculum/Developmental Areas

Activity	Art	Awareness of Others	Body Parts	Cognitive Development	Community Helpers	Creative Expression	Dramatic Play	Expressing Feelings	Eye-Hand Coordination	Families	Feelings	Fine Motor Development	Gross Motor Development	Health	Language Development	Nonverbal Expression	Nutrition	Relationships	Self-Concept	Shapes	Social Cooperation	Social Interaction	Social Development	Verbal Expression	Other
#1							●							●											
#2		●		●																					
#3			●			●					●	●						●						●	
#4										●					●						●				
#5						●														●			●		
#6								●			●			●						●				●	
#7				●					●					●							●	●			
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GUS and GUSSIE Come to Class

Activity #1

Curriculum Areas

Language development
Expressing feelings

When To Use

Group time

Goals/Objectives

To introduce children to the GUS and GUSSIE dolls/puppets and to their place in the classroom.

To provide information to the children on how to use the dolls/puppets.

To allow each child to express his or her feelings about the dolls/puppets and/or the class.

What You Need

- GUS and GUSSIE dolls/puppets
- The "How To Use the GUS and GUSSIE Dolls and Puppets" (page 17 in this *Teacher's Guide*.)

Procedure

1. Have the children sit in a circle on the floor. You sit in the circle, too, with the GUS and GUSSIE dolls in your lap.
2. Tell the children about the dolls. You may want to read them the "Note from GUS and GUSSIE" on page 17. In telling the children about the dolls/puppets, be sure to include the following points:
   - —They are special new friends in our classroom.
   - —They will always be ready to listen to us, and they will keep our secrets.
   - —They can help us feel better when we have a hard day. (Later, you may need to remind a child that she or he can use GUS or GUSSIE if you notice the child is having a difficult time in class that day. However, avoid **making** a child use the dolls or puppets.)
   - —There is a special place in our room where GUS and GUSSIE will live. (Show the children this place if you have already chosen it. Or, you can have the children select a place where GUS and GUSSIE will live.)
3. Have the children tell GUS and GUSSIE individually something about the class, about themselves, or about the classroom. Explain to them that, after all, GUS and GUSSIE are the "new kids on the block."

   For example: "GUS and GUSSIE have never been here before, and it is probably very exciting for them to see all these new faces and to be in a new place. Let's tell them what our class is like and what they can expect in our class."
4. When the dolls have been thoroughly initiated, you be the first one to give the dolls a welcoming hug. Then, pass the dolls around the circle so each child can also give them a welcoming hug. If a child does not want to talk to the dolls or hug them, don't press him or her to do so.
5. When this session is over, make a point of taking GUS and GUSSIE to the place in the classroom that will be their "home."

Note

If you do not have the GUS and GUSSIE dolls made yet, introduce the puppets first. Obviously you can not give the puppets a hug! However, you can touch them lovingly and say something special to them. Then, each child can put a puppet on his hand and do the same.

Teaching a Task

Activity #2

Curriculum Areas

Fostering independence

Goals/Objectives

To make the classroom a place where children can function as independently as possible, and also can take responsibility for the care of the room.

When To Use

At the beginning of the school year

What You Need

- Laminating film or clear contact paper
- Heavy paper
- Markers
- Tape or plastic-tak

Procedure

1. Remove all the items off the low shelves in each learning-center in your classroom. Draw or trace the containers and show a sample of what is in them. Pictures from toy catalogs can be used.
2. Cover the label with laminating film or contact paper on-both sides and secure to the shelves with plastic-tak or tape.
3. Complete each learning center this way.
4. Teach the children to "read" the labels so they can re-turn items to the shelves correctly.
5. Watch your clean-up time move ever so smoothly!

Note

Involve the children in making the labels. They can trace, draw, or glue a sample to the containers.

Movement and Songs

Activity #3

Curriculum Areas

Body parts
Self-concept
Social interaction
Gross and fine motor development
Creative expression

When To Use

During group time
During large motor skills time or outdoor play
Rainy day activity (small groups)

Goals/Objectives

To have the children practice using and identifying the parts of their bodies.

To help the children have a clearer physical self-image and enhanced self-awareness.

The child, through observation and imitation, will participate in the same manner as the teacher for at least part of each song.

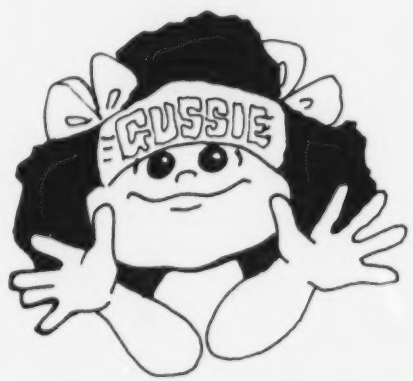
What You Need

- Cassette player, record player, or other source of music
- Tapes or records which encourage acting out movement (such as Hap Palmer records which include such songs as "Walking to the Store," "Feelings," and "Can You Shake Something?")

Procedure

1. Clear enough space in the room to permit everyone to move about freely.
2. Play a song on one of the records or tapes for the children. While the children are sitting in a circle watching you, sing along with the song and act it out using appropriate facial expressions and exaggerated movements.
3. The second time you play the record, invite the children to sing along with you. You may want to repeat this step one or more times.
4. Then, have the children stand up and try the body movements that go with the song. This, too, should probably be repeated. When appropriate, you can have the children walk in a large circle around the room as they sing along and make the movements.
5. Be sure that you make it a point to sing along with the song each time and act it out in an exaggerated and enthusiastic way. This will help the children understand the words and learn the appropriate movements. Your active participation also serves to encourage their active participation . . . once they feel confident enough to do so. You are a model that they can imitate.
6. Be patient as the children become familiar with the words to the song and the motions. With repetition the children will become more adept with the song and the motions.
7. Do not introduce another song until the children become fairly adept at this one . . . perhaps after a few days' practice.
8. Later, after the children know several songs, you can let them choose which songs they'd like to sing and act out at a given time.

HAVE FUN!



Note

If there are any visitors or volunteers in your classroom, encourage them to participate in this activity along with you and the children. Even hesitant people usually end up having a good time once they get started, because the children enjoy sharing this activity so much.

GUS and GUSSIE Say It With Feeling

Activity #4

Curriculum Areas

Verbal expression
Nonverbal expression

Goals/Objectives

To help children relate to and express feelings.

When To Use

During small group time is best, but will also work with larger groups

Can be done indoors or outdoors

What You Need

- GUS and GUSSIE dolls or puppets

Procedure

1. Play "Simon Says," however instead of Simon, use GUS and GUSSIE as the speakers. And, instead of touching body parts, concentrate the game on having the children show various emotions.
2. When you are first introducing this game, you might want to have another staff member or a child volunteer play it with you once or twice so that the children will understand what they're to do.
3. Some examples:
   - —GUSSIE says: "Show that you are surprised to see a present on your bed!"
   - —GUS says: "Show that you are angry because your dog ate your book!"
   - —GUSSIE says: "Show that you are sleepy!"
   - —GUS says: "Show that you are excited because you are going to visit someone you really like!"
   - —GUSSIE says: "Show you are sad because your friends are going home!"
   - —GUS says: "Show you are sad because your friend got angry with you!"
   - —GUSSIE says: "Show how it feels when you get to be the leader at school!"
   - —GUS says: "Show how it feels when you get a big hug!"
   - —GUSSIE says: "Show how it feels to watch your favorite program on TV!"
   - —GUS says: "Show that you have done a good job brushing your teeth!"
4. As a variation on this game, after having the children express an emotion, ask them how it feels. For example:
   - —GUS says: "Show how it feels when you tear a hole in your new shirt. How does it feel? Can you tell me?"
5. Another variation to this game would be to personalize some of it to fit your classroom. For example:
   - —GUSSIE says: "How does it feel when it's snack time at school?"
   - —GUS says: "Show that you are glad it's time to go outside to play!"

and so on...

Note

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Giant Leaf Box Sculpture

Activity #5

Curriculum Areas

Social cooperation
Creative expression
Seasons

Goals/Objectives

To help children learn how to work cooperatively on a project.

When To Use

In the autumn

Partly during outdoor time and partly during learning center time.

What You Need

- Leaves collected by the children
- A large protective floor covering, such as an old, clean shower curtain, or a plastic drop cloth similar to those used by painters
- Large empty cardboard boxes (one for every two or three children works best)
- Large brown grocery store bags or carry-all bags with handles (one for every two or three children)
- Lots of paste or glue

Procedure

1. Assign children to groups of two or three and give each group a paper bag for collecting.
2. While out on the playground or on a walk, have each group collect lots of brightly colored autumn leaves. It is very important to allow the children to collect the ones **they** wish. (A few twigs, flowers, etc. may also be collected.)
3. When back in the classroom, spread out the floor covering in the art area. Assign each group a specific place where they will work.
4. Have each group work together to glue their leaves to the outside of a large box. They will be making a collage . . . but not on paper.
5. Children may wish to glue together several smaller boxes before applying their nature material.
6. Display the giant leaf box sculptures in a hallway or in a place in the classroom where they can be enjoyed by everybody.
7. Some children may feel the need to go out the next day in search of additional materials to add to their sculpture before it seems "complete" to them.
8. The sculptures should keep well for a week or so. At that time the leaves will have faded, and the boxes should be removed.

Note

Arrange to have some colored snapshots taken of the children with the sculptures. Later these can be put up on a bulletin board.

You Help Me and I Help You

Activity #6

Curriculum Areas

Fine motor skills development
Social development
Social interaction
Language development
Eye-hand coordination

Goals/Objectives

To encourage each child to plan and execute a task with another child.

To encourage children to share.

When To Use

During group time

What You Need

- Flour
- Salt
- Water
- Bowls
- Large spoons
- Measuring cups

Procedure

1. Divide children into pairs and give each pair a bowl and a large spoon.
2. Tell the children: "Today we are going to make playdough. Each of you has a partner and together the two of you will work together to make a batch of playdough. When you are finished, you can share the playdough with your partner and make something with it."
3. Have children measure out the ingredients and mix them together. As much as possible, encourage the children to work out for themselves solutions to problems such as a wobbly bowl or a sticky spoon. However, when necessary, step in to add some suggestions of your own.

   For example: "Why don't one of you hold the bowl while the other person stirs (or pours)? Then you can trade jobs."
4. When the playdough is made, emphasize to the children that they really shared the job and worked very well together.
5. Let the partners play with the dough they have made.

Recipe for Playdough

1 cup flour
1 cup salt
1 cup water

Note

A staff member should try the playdough recipe before presenting it to the class.

You may wish to set this activity up in a learning center and have children do it in pairs as they enter the center. This procedure will take less equipment and be easier to supervise.

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Inside My Home

Activity #7

Curriculum Areas

Families
Language development
Shapes
Cognitive development

Goals/Objectives

To help children feel secure that their homes fulfill their daily living needs.

When To Use

During group time

What You Need

- Large pieces of construction paper
- Magazines and catalogs
- Crayons
- Glue
- Scissors

Procedure

1. Provide each child with a "house." To make a "house," you will need two large square pieces of construction paper. Cut one piece in half diagonally to make two triangles (Fig. 1). Combine the other square piece of paper and a triangle with tape or glue to make one house (Fig. 2).
2. Invite children to cut out magazine and catalog pictures of objects they use in their own homes. (You may wish to provide precut pictures for children to select from if the children are too young to use scissors readily.)
3. Have the children glue their chosen objects onto their "houses." They also could draw in any other objects or people that they wish.
4. Talk together about how our homes are places where our parents and/or other relatives take care of us. In our homes, we have many things that help us to be happy, healthy, and comfortable.
5. You could ask each child to tell the other children about the objects he or she pasted on his or her "house."

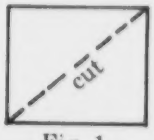

Fig. 1

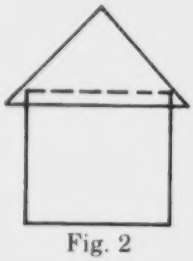
Fig. 2

Note

Be aware that not everyone lives in a "house." Have materials for "other" homes available, such as trailer homes, motels, shelters, etc.

Also have available only pages with objects children use in their own "homes." (Sometimes the larger catalogs are too cumbersome for children to work with.)

On the day you use this activity be sure not to substitute it for a creative art activity. Rather than an art activity, this is a language and cognitive activity.

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My Home: Block Play

Activity #8

Curriculum Areas

Dramatic play
Family life

Goals/Objectives

To give children an opportunity to explore concretely the dimensions of their home-life experience.

When To Use

During group time
After naptime

What You Need

- Blocks

Materials such as:

- Wood, rubber, or paper doll figures
- Vehicles
- Wood or rubber animals
- Traffic signs
- Doll furniture
- Small pieces of wood in various shapes
- Material scraps, including small rug pieces
- Beads

Procedure

1. Encourage children to talk about their home environment. You might help spark the discussion by posing some questions like the following:

   —"What are some of the different rooms in your home?"
   —"What do people do in the different rooms?"
   —"What parts of your home do you like best?"
   —"Where are the quiet places in your home?"
   —"Where are the noisiest places in your home?"

2. Invite the children to use blocks to construct their homes. Offer an assortment of other materials that children can use in imaginative play as they pretend the block constructions are their homes.
3. Despite all your planning, the children may choose to engage in some other form of dramatic play in the block area on this day. Don't despair! Have these materials available again. You may need to repeat this activity many times in the future and be ready to facilitate play. Eventually the children will want to use the blocks to build and dramatize their homes.

Note

You may wish to discuss this activity during group time, in terms of what will be available in the block area on this particular day. Then later, during self-selected time, you can use some of the questions above to facilitate activity as children enter the block area.

If your block area and your housekeeping area are next to each other, you can sometimes encourage this type of play by opening them up into one big area on a given day.

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Family Portrait

Activity #9

Curriculum Areas

Families
Self-concept
Art

Goals/Objectives

To help children see that they are part of a family group.

When To Use

In small groups
Self-selected time

What You Need

- Crayons
- Paper
- Cardboard
- Plastic wrap
- Scissors
- Tape

Procedure

1. Have the children draw pictures of their families on paper, using crayons.
2. Ask each child to name the people pictured and label them (with your help, if necessary). If the child has forgotten to picture herself, she should be reminded that she, too, is part of the family.
   - —Scribbles and mis-proportioned people are all part of the young child's perception.
   - —Pets may be included in the children's view of their family groups.
   - —Sometimes a sibling is "forgotten" in the picture. Perhaps due to some wishful thinking?
3. To make the "family portraits" more permanent, mount each with a cardboard frame and cover with plastic wrap, taped in place on the back.
4. During large group time each child could show his "family portrait" and tell about it.

Note

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Partners Share a Job

Activity #10

Curriculum Areas

Social interaction
Community helpers

Goals/Objectives

To encourage cooperative behavior among the children.
To encourage verbal expression.

When To Use

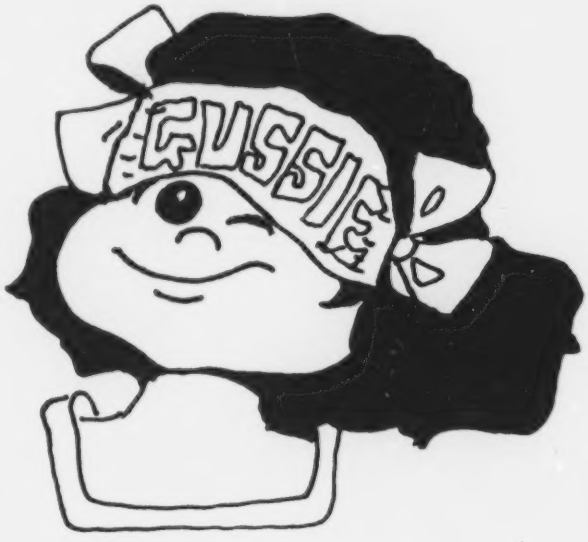
Partly at group time
Partly at cleanup time

What You Need

- GUS and GUSSIE dolls or puppets

Procedure

1. Ask the children if they can explain what "partners" are. Some of the major associated concepts are that partners are people, partners work together, and partners help each other. Demonstrate how GUS and GUSSIE share their job as the children's friends.
2. Discuss some examples of partners.
   —Doctors and nurses are partners.
   —Pilots and co-pilots are partners.
   —When you want to ride a seesaw, you need a partner to ride on the other side of it.
   —We usually have partners on class trips.
3. At cleanup time, ask the children to choose partners and work together with their partners on a shared task. Afterward, talk about how much easier and faster the job gets done when we share the work!



Note

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GUS and GUSSIE Say "Thank You!"

Activity #11

Curriculum Areas

Language development
Self-concept
Social development

Goals/Objectives

To assist the children in developing a positive concept about themselves and their environment.

When To Use

During group time

What You Need

- Tape recorder (if you choose to make this a verbal exercise with feed-back)
- Large piece of paper (if you choose to make an experience chart)*
- Nothing (if you choose to make this purely a verbal exercise)
- GUS and GUSSIE dolls or puppets

Procedure

1. Tell the children that GUS and GUSSIE, our special friends, have been living in our classroom long enough now to be thankful that they are here.
2. Ask the children to think of reasons that GUS or GUSSIE might be glad to be in their room and with their class.
   —You may tape record their responses to play back to the children at a later time.
   —You may develop an experience chart, using their responses.*
3. Any ideas that the children come up with are fine. (They may tend to discuss ideas about where GUS and GUSSIE came from and why it is better for them in their class.) If the children have trouble thinking of reasons, you might have them first try to think of reasons why they are glad to be in the class, or what they like about the room, the teachers, their classmates, and the things they do there. Then they might consider which of those aspects would appeal to GUS and GUSSIE.
4. Have each child verbalize something positive about himself or about his class. Accept anything they say—even if it doesn't sound to you like something positive.
5. If a child cannot think of anything or is very negative, let her think about it and go on to someone else. Give the reluctant child another chance later if she wishes to contribute.

Note

This exercise is intended for use after GUS and GUSSIE have lived in your classroom long enough that your children are well acquainted with them.

*See the Experience Chart Activity on page 55.

Sometimes I Feel Scared

Activity #12

Curriculum Areas

Feelings
Language development

Goals/Objectives

To help children understand that everyone feels scared sometimes.

To help children deal with some of their fears.

When To Use

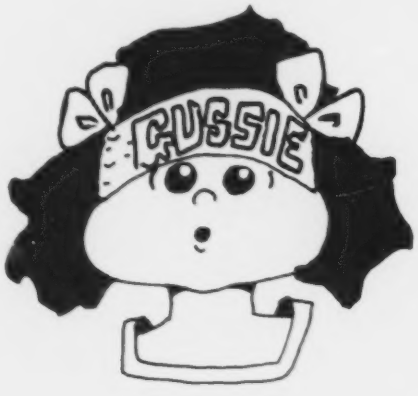
During group time

What You Need

- Large pieces of paper or a flipchart
- Colored markers

Procedure

1. Discuss the fact that all of us feel scared sometimes.
   —when we are sick.
   —when people we love fight.
2. Provide the children with several examples of times when we might feel scared, such as
   —when we are in a new place.
   —at nighttime, when it's dark.
   —after we've had a nightmare.
   —when we meet new people.
   —when we are alone.
3. Have children add other times they can think of when a person can feel scared.
4. Make the point to the children that often when we talk about what we fear, what we are scared of, we don't feel all alone. We find that other people sometimes feel scared, too.
5. Discuss ways we might resolve or ease some of the specific fears that have been mentioned. Have the children act them out. Some examples might include:
   —having a night-light in your bedroom so that the dark doesn't seem as dark.
   —holding a friend's hand so that you feel safe when you meet someone new.
   —taking your favorite doll or stuffed animal with you when you sleep away from home so your "new" bed doesn't feel so strange.
6. Make an experience chart which illustrates some of the ways we ease our fears.



Note

Halloween is a particularly good time to use this activity. Include a discussion about the differences in pretending to be scared as opposed to things that really scare us.

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Show and Share: Learning About Family Members

Activity #13

Curriculum Areas

Family life
Language development
Relationships

Goals/Objectives

To encourage children to think about the members of their families.

When To Use

Group time

What You Need

- Objects children bring from home

Procedure

1. Have each child bring to school objects that make him think about each member of his family.
2. Have a box of objects and pictures cut from magazines for selection by children who don't bring an object from home.
3. Have the children show their objects to the rest of the group. As each child shares, encourage her to explain how the family member uses the object and/or why the object reminds her of that person. Also, encourage each child to express how that object makes her feel about the family member. For example: a baby sister's bottle might remind a child that she sometimes wishes she was still a baby.

Note

This activity is best suited to four- and five-year-old children (as opposed to three-year-olds). Even so, you may have to give them several concrete examples until they get the point.

You could bring objects in to class symbolic of your family members and share them with the children. It still may be difficult for some of the children. If they don't get the point, try asking them questions about the object, and don't worry. Try it again in a few days or a few weeks.

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WOW Breakfast Chant

Activity #14

Curriculum Areas

Nutrition/foods
Health
Language development
Counting reinforcement

When To Use

At breakfast time or morning snack time at the center

Any transition time or group time (if breakfast or snacks are not offered at your center)

Goals/Objectives

To encourage children to enjoy eating nutritious foods.

To provide an opportunity for language use and memory development.

To teach children that we can celebrate doing something we know is good for ourselves.

Each child will say the chant with the group. (This is the ultimate goal . . . although it may take quite some time for some children to achieve it.)

What You Need

An index card (for you) with the *WOW Breakfast Chant* on it; or you can memorize it.

Procedure

1. This activity is particularly good to use before or after breakfast. Of course, you don't want to do it during breakfast because this encourages children to talk with their mouths full. You can use the activity right after breakfast if you have a transition time—going outside or going down the hall to the bathroom.
2. Repeat the chant several times so the children will learn it from you. It may be a good idea to help them learn one verse at a time. But go ahead and let them hear the whole chant right at the beginning.
3. Hold up your fingers during the counting portions, encouraging the children to do the same.
4. Be sure to use a lot of animation in your voice. When said with spirit, the "WOW Breakfast Chant" will sound very much like cheering at an athletic event.
5. Depending on where you are doing this activity, you may wish to encourage the children to jump up and down on the last verse to demonstrate their energy.
6. Discuss the word "energy" with the children to make sure they become familiar with it. After breakfast, if possible, show pictures of people with "energy."

WOW Breakfast Chant

One, two,
One egg for me,
One egg for you.

Three, four
I have some cereal,
I want some more.

One, two, three, four,
Orange juice and milk
Fresh from the store.

One, two three, WOW!
Energy, energy,
Look at me NOW!

Note

The "WOW Breakfast Chant" could be printed on a large poster and displayed before, during, and after breakfast or snack time with symbols of nutritious foods and people with energy.

"WOW Breakfast Chant" is from E.S. Marbach; M. Plass; and L.H. O'Connell. *Nutrition in a Changing World*. Provo, Utah: Brigham Young University Press, © 1979.

Experience Charts

Activity #15

Curriculum Areas

Language development
Self-concept
Any of many general topics*

Goals/Objectives

To help the children feel that their words are important.

When to Use

During group time

As a directed learning activity

Throughout the day, especially during transitions and arrival time (with individual children)

What You Need

- Very large paper, lined or unlined
- Felt-tip marker

Procedure

1. Have a "question for the day" pre-selected and written at the top of a large piece of paper.

   *GENERAL TOPICS:

—plants	—birds	—another country
—foods	—trees	—zoo animals
—feelings	—trains	—community helpers
—kites	—outer space	—farm animals
—a color	—painting	—hospitals
—circus	—insects	—cooking
—leaves	—houses	—a holiday
—trucks	—a shape	—woodworking
—dinosaurs	—painting	—coloring

   Sample Questions:
   The best types of questions begin as follows:

   — "Tell me something about . . ."

   — "Tell me one thing about your . . ."

   — "Tell me one thing you saw . . ."

   — "What happened when you . . ."

   — "Why did you feel . . ."

2. Ask the children in the class (one at a time) the question and record their responses as exactly as possible. As you take this dictation, do not correct grammar or pronunciation; rather, write down the child's statement exactly as the child said it. Put the child's name beside his or her statement.

3. Display the finished chart at the children's eye level where all can see it. The children may ask you or another adult to read it to them and upon request this should be done.

4. If a child refuses to dictate or cannot think of anything to say, give him another chance later on; however, do not insist upon a response. Keeping your questions specific will tend to help children with this exercise.

Sample Experience Chart

Tell me something about homes.	
"A home is a house."	(Johnny)
"I live in a home."	(Sharon)
"Families live in a home."	(Joe)
"Home has a livin' room and a bedroom and a bafroom and a kitchen."	(Cassie)
"Houses have roofs and walls."	(Jacob)
"I have a dog at home."	(Sally)

Note

Topics for experience charts can be anything. In general, you will have your best results when you ask about something the children have been thinking about—a unit topic, a field trip taken recently, the children's own families, a character in a story read in class that day, and so on.

You may choose to type up a number of these charts after they have been taken down. You can bind them into a class book which children may take turns taking home to show parents.

You may choose to make an experience chart for the "GUS and GUSSIE Say 'Thank You!' " activity.

"Angry" Experience Chart

Activity #16

Curriculum Areas

Language development
Pre-reading
Expressing feelings
Self-concept

When To Use

During or after group time

Goals/Objectives

To help children learn to use their words to express their feelings.

To help children conceptualize the word "angry."

Each child will share one thing that happened that made him or her feel angry.

What You Need

- Several large pieces of paper or a pad of paper (paper should be at least 24" × 36" if possible and can be lined or unlined)
- Large felt-tip marker
- An appropriate children's book which deals with angry feelings

Procedure

1. Read the children the book or story you have chosen. (*Peter's Chair* by Ezra Jack Keats, or *I Was So Mad!* by Norma Simon, are two good examples. *Peter's Chair* deals with several other emotions as well.
2. After reading the book or story, **briefly** discuss with the children how it feels to be angry, and what kinds of situations make us angry. What does this word "angry" mean? How do we feel when we're angry?
3. Give each child an opportunity to share something that makes her angry. For example: "Alice, tell me something that makes **you** angry."
4. Write each child's response on the chart—trying to record what the child says as **accurately as possible.** Do not correct errors. The point here is to transform the spoken word into print. Make a note of the child's name beside his quote.

   Note: If the child refers to a **person** ("John makes me angry," or "She did.") you may wish to rephrase your question, asking: "What did he do to make you angry?" In this way, the experience chart will describe behavior instead of simply mentioning people's names. This is one more way of helping children practice appropriate use of language for coping.
5. Post the children's "Angry" Experience Chart on the wall at the children's eye level. Read the chart to them at least once, and repeat it if they ask and as often as they ask. Usually a couple of days is sufficient for you to leave this particular chart up on the wall. Charts dealing with other emotions you may wish to leave up for a longer period of time.
6. Make this one of a series of charts dealing with feelings. Every day, for example, you can deal with a different feeling—glad, sad, happy, confused, tired, silly, excited, scared, worried, sick, frightened, etc. In fact, let the children help you think up the words. Just by listening carefully to them, you will pick up on ideas for words you might not have thought of yourself.

Sample "Angry" Experience Chart

Tell me something that makes you angry	
"When the blocks fall down."	(Jared)
"One time I got in trouble and Mama yell at me."	(Shane)
"Somebody messed up the place where the dolls were and I was there and I cried."	(Shauna)

Note

Rather than having the children share their responses while in a group, you may wish to seek out each child sometime during the day, after the story has been read, and solicit a quote to record on the experience chart. Transition times are good for this.

Among the masters in the *GROWING UP STRONG* program folder is one entitled "What makes you angry? Draw it." You may decide to use it in conjunction with this activity.

Body Parts Experience Chart

Activity #17

Curriculum Areas

Body parts
Self-concept
Language development

Goals/Objectives

To facilitate positive self-concept development.

When To Use

With individual children at convenient times during the day
During group time

What You Need

- Crayon or felt-tip marker
- Large piece of butcher paper
- A body parts puzzle

Procedure

1. Have the child point to (or otherwise indicate) any body part he or she chooses on the puzzle.
2. Ask the child to describe that body part. "Tell me about that body part. How do we use that body part?"
3. Record the child's answer (exactly as he gave it) on the experience chart.
4. After you have carried out this activity with all of the children (it could be done over more than one day), post the chart at the children's eye level on the wall.
5. During a large group time, read the chart to the children. Have the children point to each body part that is mentioned.

Note

Hap Palmer's "Shake Something" song can provide a good companion activity.

Family Survey Chart

Activity #18

Curriculum Areas

Cognitive development
Self-concept
Families

When To Use

During group time

As a directed activity during a self-selected time

Goals/Objectives

To help the children gain an understanding that we all live in families.

To help the children understand there are many different types of families.

To help the children realize that different families have some similarities and some differences.

The children will be able to say the names they call each person in their families (or living group) and tell whether the person is an adult or a child.

What You Need

- One or more large pieces of paper, such as butcher paper or poster board
- A felt-tip marker
- (optional) Large (4-5") and small (2-3") figures representing people, cut out of colored paper. These may be pasted on the family survey chart instead of drawing the figures.
- (optional) Glue or paste

Procedure

1. Have the chart outline prepared ahead of time with headings.
2. Explain to the children that today we are going to be thinking about families. Each of us lives in a family. Some families are big and some families are small. Many families have both adults/grown-ups and children in them.
3. Using yourself as an example (or another adult at your center who lives in a household, if you live alone), make the first entry onto the chart. Put your name (or the adult's name) on the chart first, along with an adult-sized figure (either drawn or a cut-out). Then, add every other family member—using both their names and a visual representation (adult-sized and child-sized pictures) for each.
4. Encourage the children to do the same, but do not insist. Ask each child in turn to give you the same information about his or her family. As the child tells you about his or her family, record it on the chart.
5. After all the information has been collected, discuss the chart with the children.
6. Display the chart on the wall at child's-eye level for a week or so.
7. You may wish to repeat this activity later in the year, keeping this chart for comparison purposes. By comparing the two charts, children will see that families change with time.

Sample Family Survey Chart

Today's Date: October 4, 1988

MY FAMILY

Name	Family Members
Mrs. Smith	Janice, Mike, Jimmy
Linda	Linda, John, Sadie, Mary
Terry	Mom, Grandma, Barbie
Joe	Sue, Bob, Jim, Mama, Dad
Anna	Mom, Dad

Note

You may wish to have three columns on your chart: one for the child's name, one for adults in the family, and one for other children in the family.

If family pets are suggested, you may add them by making another column. Or you can hold off and make another chart the next day for family pets instead of family members.

You may choose to ask volunteers to cut out the adult- and child-size figures.

Include as family anyone the child defines as family. They may or may not live with the child, may or may not be a relative.

Dramatic Play

Activity #19

Curriculum Areas

Most unit areas
Language development
Creative expression

Goals/Objectives

To give the children an opportunity to act out feelings, thoughts, and/or ideas.

The children will use available materials to act something out (pretend)—either alone or with other children.

When To Use

Self-selected time (housekeeping, block, art, or sand areas)

Outdoor time

What You Need

- Prop kit

A prop kit is a set of materials relating to a specific topic. The materials may be "real" or just pretend. The important thing is that they should all be safe. All packages and plastic bottles should be empty and clean. Glass and items that are sharp or that break easily should not be included.

Procedure

1. Provide a prop kit for the children to use and let them know that it will be available in a certain area of the classroom (or outdoors) for the day. Introduce the prop kit to the children before making it available.
2. Allow the children to explore the items and use them as they wish. Also encourage children to use other items in the classroom which will further contribute to their play. For example, they may wish to make tickets or play money from paper or use blocks to represent things not included in the prop kit.
3. Observe the children as they play in the prop kit area during the day. You may wish to have the props available for another day or two. You may wish to reuse the props at various times during the year.
4. Some extensions of this activity include:
   - —At group time, before making the prop kit known to the children, read them a related story.
   - —Following a field trip, have a related prop kit available in the classroom for several days.
   - —After having a special visitor to your class, such as a community helper, have a related prop kit available.
   - —Prepare a prop kit to complement a unit the children are studying.

Sample Prop Kits

Plumber: coveralls, tool box, pipe fittings, old faucets, wrenches, plastic pipe parts, rags, other used parts, etc.
Office: desk, old typewriter, paper, pencils, pens, tape, stapler, rubber stamps and ink pad, scissors, old forms, index cards, telephone, pencil sharpener, in-out trays, ruler, brads, hole punch, etc.
Gas Station: hose, coveralls, assorted tools, empty auto parts containers (which are clean), red wipe rags, credit card slips and "credit cards," play money, pencils, old tire, plastic spray bottles, tubing, old wiper blades, etc.
Restaurant: paper napkins , hats, containers, order pads (generally available from franchise restaurants), tablecloths, pencils, aprons, dishes, eating utensils, serving trays, cash register, etc.
Shoe Store: cash register, paper money, receipt pad, variety of shoes, socks, shoe horns, shoe boxes, paper sacks, low stool, etc.

Note

This activity should be repeated several times during the school year or it could be made a permanent part of classroom activities. New prop kits should be introduced to keep the activity interesting and "new."

Instruct the children as to the correct and safe way to use all potentially dangerous items such as staplers and tools before allowing them to use the prop kits.

"Me" Book: Covers and Plans

Activity #20

Curriculum Areas

Self-concept
Families and family life

When To Use

This is an excellent activity for the beginning of the year, but also works well at other times.

Goals/Objectives

To enhance the child's sense of self.

To help the child understand his place in his family.

To help the child understand that we all have families and that each family is different and special.

The child will construct several pages for his or her "Me" Book and decorate a cover for it.

What You Need

- Regular paper for pages
- Heavy paper for covers
- Magazines to cut pictures from
- Markers and/or crayons
- Paint
- Glue or paste
- Scissors
- Hole punch and brads, stapler, or sewing materials for binding
- (optional) Camera/film

Procedure

1. Each child will make a "Me" Book over the course of a week or so. The book should be at least 12" x 12" in size, if possible. During the time children are involved in working on the project, their "Me" Book pages should be safely stored so they stay in good condition until the books are put together.
2. Each page of the "Me" Book should be thought of as a separate activity. Children should make one or two pages each day for five or six days. Although you may have certain designated pages in mind, do not require a child to complete a particular page if he does not wish to do it. Children wishing to insert additional materials, such as art done that week, should be encouraged to do so. In the final analysis, the children's books will have many pages in common, but also be individualized. **Be sure to put each child's name on her pages before storing.**
3. The final activities are making the covers and binding the books. Have the child tell you his name and put this on the cover. (Children who are able may write their own names on the cover.) Then, each child may decorate her cover as desired. You may wish to attach a photograph of the child to the cover.
4. Bind the book using brads, staples, or stitching. Allow the children to help, if possible.

Note

The following pages in this *GROWING UP STRONG Teacher's Guide* provide some ideas for "Me" Book pages.

"Me" Book: My Family

Activity #21

Curriculum Areas

Families
Self-concept
Similarities and differences

Goals/Objectives

To provide the children with an understanding of the uniqueness of themselves and their families.

To provide the children with the understanding that there are similarities and differences between and among families.

To give the children an opportunity to discuss family members and their feelings about them.

When To Use

Partly during arrival time

Partly during self-selected activity time at the art table

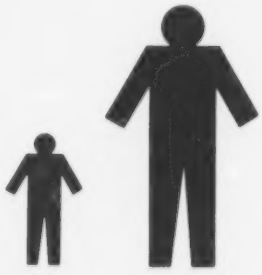
What You Need

- At least one blank "Me" Book page per child
- (optional) Glue/paste, scissors, magazine/catalog pictures
- (optional) Crayons or markers
- (optional) Two or three sizes of pre-made people cutouts* (you may choose to let the children draw their own family members)

Procedure

1. Ask the child to tell you who the members of his family are and list them on a sheet of paper. Leave plenty of room for pictures and write MY FAMILY at the top of the page.
2. Have the child illustrate this page, using one of the following methods:
   - —drawing and coloring pictures of the members of her family.
   - —cutting out pictures to represent family members from magazines or catalog pages and pasting them on the page.
   - —selecting from teacher-made people cutouts (be sure to stress the large/small concept with the child) and pasting them on the page; these could also be colored.
3. Put the child's name on the page (or have the child do so).
4. Add this page to the child's "Me" Book.

*If teacher-made cutouts are used, they can be made of colored construction paper or stiff paper, already cut out, or they can be outlines on white or manila paper that the children can color and then cut out. The cutouts or outlines should be at least twice as large as these:



You will need quite a few of these prepared in advance. Two sizes of gingerbread type cookie cutters or wood play people can be used also. Children can trace around them.

Note

Remember it is important to let the child tell you who his family members are. Many children live with non-traditional family structures. They may wish to include someone who does not actually live with them. They also may wish to include someone who lives with them but who is not related to them.

You may want to use this activity in conjunction with the Family Survey Chart activity.

"Me" Book: Some of My Friends

Activity #22

Curriculum Areas

Peer relationships
Self-concept
Awareness of others

When To Use

During self-selected activities

Goals/Objectives

To help learn what makes friendships.

To provide opportunities to use language and art to express emotion.

Each child will, in some way, make a picture of at least one friend and tell the name of that friend to the teacher. Some children may also describe the friend and/or his or her actions verbally.

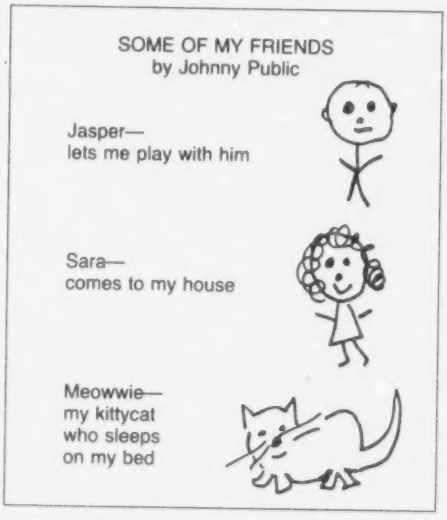
What You Need

- One "Me" Book page per child
- Marker (for teacher use)
- Markers, crayons, or paint

Procedure

1. At the top of a page of paper, write for the child SOME OF MY FRIENDS by (child's name).
2. Ask the child to draw or paint pictures of some of her friends.
3. As the child finishes, have him dictate to you the name of each friend which has been illustrated. Write the friends' names beside their pictures for the child. If there is sufficient space, the child also may dictate to you some other information about these friends that you can record under their names.
4. Add this page (or pages) to the child's "Me" Book.

Sample Page



Note

WARNING: Unless carefully handled, this activity may turn into a popularity contest. ("So-and-so said he isn't my friend.") By working with children individually (or, if several children are doing the activity at one time—having them in different locations, such as spread out at a big table or on carpet squares), you will be much less likely to have this problem. If you do not feel confident that you can avoid problems, **do not do this activity**. It could hurt rather than help self-concept.

"Me" Book: Food I Like

Activity #23

Curriculum Areas

Nutrition
Self-concept
Similarities and differences

Goals/Objectives

To enhance the children's awareness of what they eat and their favorite foods.

To provide children with practice in decision-making.

The children will show on paper (through collage, drawings, and/or dictation) at least four of their favorite foods.

When To Use

On the same day you also are having a nutrition lesson

The dictation can be done during arrival or group time

The collage can be done during self-selected time

What You Need

- One or more blank "Me" Book pages per child
- Marker (for teacher use)
- Markers (for children)
- Paste or glue
- Scissors
- Magazine and/or newspaper pictures of a variety of foods, already cut out
- Extra magazine/newspaper pages for children to search through

Procedure

1. At arrival time or during an early group time, put the child's name at the bottom of a page and the title, FOOD I LIKE, at the top left corner of the page. Ask the child to tell you her favorite foods. Write down each food named —exactly as the child says it. Try to get at least four foods named by the child. (They may need to think about it for a little while and let you know later.)
2. Set out markers, scissors, glue/paste, and trays of precut pictures of foods on the art table.
3. When the child is ready to work on this activity, go over the food names listed on his page. Help the child find pictures to glue/paste to the page. If a picture of a specific food item cannot be found, the child can draw a picture with markers or search through magazine/newspaper pages you have available. Allow the child to use an additional page, if necessary, in order to fit all his pictures on satisfactorily.
4. As the child works on this activity, encourage her to talk about her favorite foods. How do they taste? What is it that she likes about them? Are her favorite foods the same as or different than the favorite foods of the other children?
5. A variation on this activity would be to divide the blank page into the four major food groups. Have the child choose one or more of his favorites in each food group. This will not work, however, unless the children are quite familiar with the four food groups.
6. Add this page (or pages) to the child's "Me" Book.

Note

Caution: Be accepting of whatever foods the children like—whether or not you yourself like them, whether or not they are nutritious.

"Me" Book: More Ideas

Activity #24

Curriculum Areas

Language development
Self-concept
Social development
Families and family life

Goals/Objectives

To help the children become more aware of their own families as well as the families of their peers.

To help children understand that family members help, live with, and are related to each other.

When To Use

In a small group

As a directed learning activity

In the art area during self-selected time

What You Need

- Blank "Me" Book pages
- Crayons or markers

Procedure

1. Label a page for the child with a particular topic. Some suggested topics include:
   —"We Have Fun At Home"
   —"We Work Together"
   —"We Help Each Other"
   —"We Sometimes Argue"
2. Encourage the child to think about how the topic relates to her life at home.
3. Write down what the child says on his page, using his exact words.
4. Have the child illustrate the page to match the topic.
5. Make certain the child's name is on the page.
6. Add the page to the child's "Me" Book.
7. Because this type of "Me" Book activity is an excellent discussion stimulator, every day at group time read a couple of "Me" Book pages by children who want theirs read. Use these as the basis for discussions about feelings.

Note

You may want to invent some "Me" Book pages for GUS and GUSSIE and read them to the children.

Learning From Our Sense of Touch

Activity #25

Curriculum Areas

Language development
Social cooperation
Creative expression

Goals/Objectives

To help children understand how they learn things through their sense of touch.

When To Use

Outdoor activity

What You Need

- Paper bag for each child
- Items collected by the children

Procedure

1. Take an observation walk to a nearby park or around the school.
2. Have each child pick up at least one item (example: leaf, rock, grass, etc.).
3. When you and the children return to the room, have each child share with the others what she found by describing how the item feels. (Example: A rock is "hard.")
4. Have the children make a group collage out of the items they collected to help demonstrate the different "feel" of each of them.

Learning by Smell and Taste

Activity #26

Curriculum Areas

Social cooperation
Language development

Goals/Objectives

To help children learn to understand through their senses by comparing taste and smell.

When to Use

Anytime. A good indoor activity.

What You Need

- Popcorn
- Popcorn popper
- Salt
- Sugar
- Trays
- Bags for popcorn
- Bowl for popcorn

Procedure

1. Bring a bag of fresh popcorn into the classroom. Ask the children if they know what it is. Ask each child to describe the smell in one word, then serve the popcorn to the children.
2. Put salt and sugar into separate trays. Have each child touch both the salt and sugar and describe how each feels to him.
3. Let each child have a taste of the salt and sugar and describe how each tastes to her.

Keeping Our Teeth Clean

Activity #27

Curriculum Areas

Health
Self-concept
Social development

Goals/Objectives

To help children understand how to properly care for their teeth.

When To Use

Health activity time

What You Need

- Toothbrush for each student (check with a local dentist to see if a manufacturer might supply these. Your dentist may suggest a unit on flossing as well.)
- Toothpaste

Procedure

1. Demonstrate to the children how to properly brush their teeth.
2. Explain that improper care of the teeth will result in decay. Explain that they should brush their teeth after each meal and before they go to bed.
3. Give each child, including GUS and GUSSIE, a toothbrush.
4. Each child should have the opportunity to brush her teeth.
5. Send home a Happygram to the family when a child has learned to brush his teeth properly.

Note

Teachers can obtain free information from the Oklahoma Dental Association, 629 N.W. Expressway, Oklahoma City, OK 73118, or your state's dental association.

You may wish to use the "Keeping Our Teeth and Bodies Clean" duplication master in the pocket of your GROWING UP STRONG program folder in conjunction with this and the following activity.

Keeping Our Bodies Clean

Activity #28

Curriculum Areas

Health
Social development
Self-concept

Goals/Objectives

To help children understand how to properly care for their bodies.

When To Use

Health activity time

What You Need

- Soap
- Wash cloth
- Two plastic wash tubs
- Towel
- Brush or comb for each student
- Mirror
- Article of clothing
- Dishwashing soap
- Doll clothes or a sock for each child

Procedure

1. Explain to the children the importance of keeping their bodies clean.
2. Ask a child to participate so you can demonstrate how to properly wash her face. Show the children the correct amount of soap to use, etc. Have the children wash their own faces and hands.
3. Explain the importance of putting on clean clothing each day. (Be sensitive to individual family situations.)
4. Demonstrate how to properly hand wash an article of clothing. Example: a sweater. Have the children wash a small article of clothing. Example: doll clothing or a sock.
5. Explain to the children the importance of keeping their hair combed and clean.
6. Demonstrate the correct amount of shampoo needed to wash hair and explain how to rinse hair thoroughly. Ask a child to help demonstrate how to wash hair, going through the motions without wetting the child's hair.
7. Have the children brush or comb their own hair.
8. Make a center with girl and boy paper dolls. Include various types of clothing for the four seasons of the year. Place a picture of a season on a table and ask the children to dress the paper dolls appropriately for the seasons.

Example: Summer—swim suits, shorts, hats, sunglasses,etc.

Note Obtain more information from:

Bristol/Meyers
Products Division
Educational Service Department W.V.
45 Rockefeller Plaza
New York, New York 10022

You may wish to use the "Keeping Our Teeth and Bodies Clean" duplication master in the pocket of your *GROWING UP STRONG* program folder in conjunction with this and the previous activity.

The Four Food Groups

Activity #29

Curriculum Areas

Health
Nutrition

Goals/Objectives

To help children understand the importance of good nutrition.

When to Use

Anytime

What You Need

- Pictures of food from each group cut from magazines or newspapers
- Scissors
- Glue or paste
- Paper for each child

Procedure

1. Explain the four food groups to the children by giving an example of each.
2. Have the children cut out and paste or glue pictures from magazines or newspapers of the food group talked about on a particular day.
3. Make a bulletin board displaying the four food groups.

Feelings

Activity #30

Curriculum Areas

Self-concept
Feelings
Language development

Goals/Objectives

To enhance the child's self-concept and self-esteem.

When to Use

Anytime in a small group.

What You Need

- Items selected by the children

Procedure

1. Tell the children one or two days before the class does this activity that they need to bring something from home that makes them feel happy or select something from the center that makes them feel happy.
2. Ask the children to tell why the item they chose makes them feel happy.
3. Ask the children to tell the class something about a special person that makes them feel happy, and tell why.
4. Ask each child to find something in the classroom that makes him or her feel happy and why.
5. Ask each child to tell you something that has made him or her feel happy, angry, sad, etc.
6. Have each child complete the sentence "Today, I feel . . ." You can ask each child why she or he "feels . . . today," if you desire.
7. All human beings need to be hugged to be happy, healthy people. Have the children play a game like musical chairs. The children walk around the room listening to music, but not touching anyone. When the music stops, have each child give the person nearest to him or her a hug until the music starts again. Each child should hug a different person each time. If a child chooses not to participate, he or she may sit and watch. After the game is over, the children can talk about how the hugs made them feel.

Let's Be Creative!

Activity #31

Curriculum Areas

Sequencing
Creative expression

Goals/Objectives

To allow children to utilize their creativity

When to Use

Anytime

What You Need

- Drawing paper
- Crayons

Procedure

1. Give each child a sheet of drawing paper. Let each child create his fantasy animal. Encourage the children to think up names for their fantasy animals. Display the drawings in the classroom.
2. Have the children play "add on" games in small groups. (Example: "I went to the park and saw a squirrel." "I went to the park and saw a squirrel and a tree," . . . etc.)

Table Manners

Activity #32

Curriculum Areas

Social development
Self-concept
Sequencing

Goals/Objectives

To help children understand the importance of table manners.

When to Use

Anytime

What You Need

- Glue or paste
- Extra paper for each child
- Scissors
- Copies of the "Let's Help GUS Set the Table" duplication master from the pocket of the *GROWING UP STRONG* program folder for each child
- Everything necessary to set a table (center piece, place mats, utensils, plates, glasses, napkins)

Procedure

1. Explain and demonstrate the following rules on table manners: a) unfold your napkin and put it on your legs; b) cut food into small pieces and eat them one at a time; c) eat slowly with your mouth closed; d) when finished eating, put your napkin beside your plate; e) ask to leave the table if you must leave before everyone is finished eating.
2. Give the children a special snack so they can practice the rules learned in procedure 1.
3. Show the children how to set a table.
4. Have the children take turns helping set the table during meal times.
5. Have the children take turns helping to clean up after snack or lunch.
6. Have the children complete the "Let's Help GUS Set the Table" duplication master in the pocket of the *GROWING UP STRONG* program folder.

Happy-Day-Feelings Awards

Activity #33

Curriculum Areas

Self-concept
Language development
Emotional development expressing feelings

Goals/Objectives

To share "happy" feelings with family members.

To reinforce children's names.

To give special attention to children for something positive that occurred during the day. To describe a "happy" feeling.

When to Use

Frequently

What You Need

- Pen, pencil, or marker
- Pins or tape (safety pins are best)
- Copy machine
- Paper

Procedure

1. Photocopy the awards from the duplication master in the pocket of your *GROWING UP STRONG* program folder. Make at least one page of awards per child. Cut out the awards and store them in a handy container in your classroom with pins or tape and a writing instrument.
2. When children accomplish something after working hard or having a very good time, write the child's name on an award and attach it prominently to the child's clothing. Allow the child to leave it on all day and wear it home.
3. Talk with the child when you present the award. "I noticed you are having a really good time in the housekeeping area today." "You have become very good at buttoning your coat." "That must make you feel very happy." Be sure to mention the child's feelings. If you can, it is best to get the children to describe their own feelings. Be sure that everyone gets at least one award.
4. After you have used the awards a few times, let the children tell YOU when they need an award. They can tell you why they are feeling happy and you can supply the award. Children who can write their own names may do so if they wish. Don't worry if it isn't legible.

Happy-Day-Feelings

Note

Children who have trouble experiencing a happy day are in the greatest need for an award. Try to find a happy (or at least comparatively happy) time during the day and give an award, perhaps considering any day with a happy time in it an opportunity to give an award. The Happy-Day-Feelings Awards can be printed with adhesive backs so that you won't need pins or tape. Check with a local printer.

Award

had a happy day.

Ask about it!

Happy-Day-Feelings

Award

had a happy day.

Ask about it!

Happy-Day-Feelings

Award

had a happy day.

Ask about it!

Happy-Day-Feelings

Award

had a happy day.

Ask about it!

Happy-Day-Feelings

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Award-O-Grams

Activity #34

Curriculum Areas

Language development
Self-concept

Goals/Objectives

To enhance the child's self-concept by emphasizing a behavior improvement or an accomplishment which can be shared with the family.

To recognize individuals or groups who do special things for the class or school.

When to Use

When children have been working hard on a difficult task and have accomplished their goals. For some children this may be a short-term goal, for others something which they have been working on for a long time.

What You Need

- Award-O-Gram forms
- Pen or marker

Procedure

1. Introduce the Award-O-Gram to children who have trouble accomplishing some goal. Read it to the child and suggest how it might be completed. If the child wants to take an Award-O-Gram home, assist her in completing the form. Write the child's name on the first line. On the second line (for), write the task she has successfully completed. Write just what she says. Read it back to her, then date and sign the form. Congratulate her and present the Award-O-Gram to her.
2. Award-O-Grams may be used for any task the child has successfully completed. Allow the children to determine whether or not they were successful, and have them explain their success. Once you have offered them to several children in the classroom, other children will notice and ask for one. Explain the use of the Award-O-Grams, asking them to share their accomplishments with you to receive an Award-O-Gram often! You will need a plentiful supply. If photocopying becomes a problem, only present Award-O-Grams once every few weeks, but be sure each child takes at least one Award-O-Gram home. If children want many Award-O-Grams in one day, encourage them to choose only one special accomplishment—a task or skill which was challenging for them.
3. Award-O-Grams also may be presented to volunteers, family members, or members of the community who have been helpful to your class or your school.
4. Award-O-Grams may be used as an end-of-the-school-year award, also.

Note

Awards and certificates for behavior or accomplishments are important because they draw attention to the child's progress and encourage others to compliment the child. When you talk to the children's families, share with them how important you think it is for children to see their awards displayed at home. Use these award forms as often as you can.

Award -O- Gram

This special award is proudly presented to

_____

for _____

signed _____ **date** _____

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Happygrams

Activity #35

Curriculum Areas

Language development
Self-concept

Goals/Objectives

To enhance the child's self-concept by emphasizing a behavior improvement or an accomplishment which can be shared with the family.

When to Use

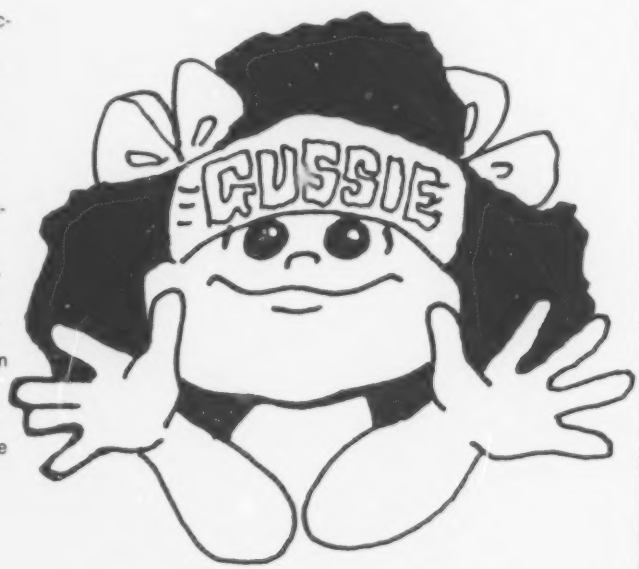
When children have been working hard on a difficult task and have accomplished their goals. For some children this may be a short-term goal, for others something which they have been working on for a long time.

What You Need

- Happygram forms
- Pen or marker

Procedure

1. Introduce the Happygram to children who have trouble accomplishing some goal. Read it to them and suggest how it might be completed. If children want to take one home, write the child's name on the first line. On the second line (has learned to), write the task he has successfully completed. Write just what the child says. Read it back to him, then date and sign the form. Congratulate him and present the Happygram to him.
2. Happygrams may be used for any task the child has successfully completed. Allow the children to determine whether or not they were successful, and have them explain their success. Once you have offered them to several children in the classroom, the others will notice and ask for one. Explain the use of the Happygrams, asking them to share their accomplishments with you to receive a Happygram. You will need a plentiful supply. Use them often! If photocopying becomes a problem, only present Happygrams once every few weeks. Be sure each child takes at least one Happygram home. If children want many Happygrams in one day, encourage them to choose only one special accomplishment—a task or skill which was a challenge.



Note

Awards and certificates for behavior or accomplishments are important because they draw attention to the child's progress and encourage others to compliment the child. When you talk to the children's families, share with them how important you think it is for children to see their Happygrams displayed at home. Use these Happygram forms as often as you can.

happygram

I am happy to announce that

_____

has learned to

_____

AND WE
ARE PROUD!

_____
date

_____
signed

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NOTES

GROWING UP STRONG
Letter to the Family

Your child's school is using GROWING UP STRONG (GUS), a mental wellness promotion and drug abuse prevention program for preschool children. Why a prevention program for children so young? Because primary prevention takes place before children are exposed to the problem of drug abuse. Think of primary prevention as a vaccine. Some vaccines stop disease and some make the illness less severe. GROWING UP STRONG has been used in hundreds of classrooms and has been evaluated as an effective primary prevention tool.

How does GUS work? GROWING UP STRONG focuses on a child's self-concept and self-esteem, teaching the following "survival" skills:

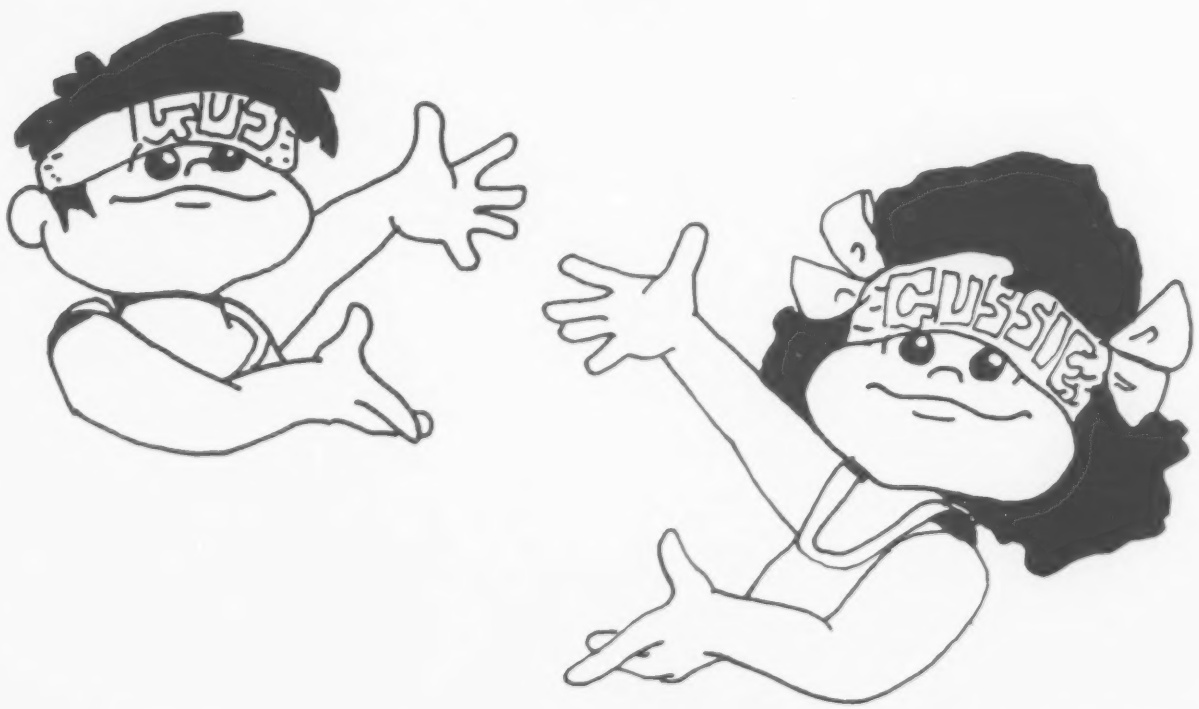
- Decision-making
- Problem-solving
- Accepting responsibility
- Assertiveness

GUS and GUSSIE, the characters that illustrate GROWING UP STRONG, are used as dolls or puppets in the program, and will be your child's new friends at school. Expect to hear about them often!

A successful prevention program depends on a partnership between the school, families, and the community. Family involvement is an important part of the GUS program. GROWING UP STRONG has developed family involvement information and activity sheets for you to use with your children. You will be receiving these during the school year. These sheets can be copied on a duplicating machine. Many families like to have several copies of each one to use at a later date or with other children in the family. You can help GUS and GUSSIE by reading the information sheets and doing the activities with your child. Encourage your child to work on the "survival" skills at home.

On the back of this sheet are several GUS-Related Tips to help you develop your parenting "survival" skills.

Having fun is an important part of mental wellness, so **HAVE FUN** with your child!

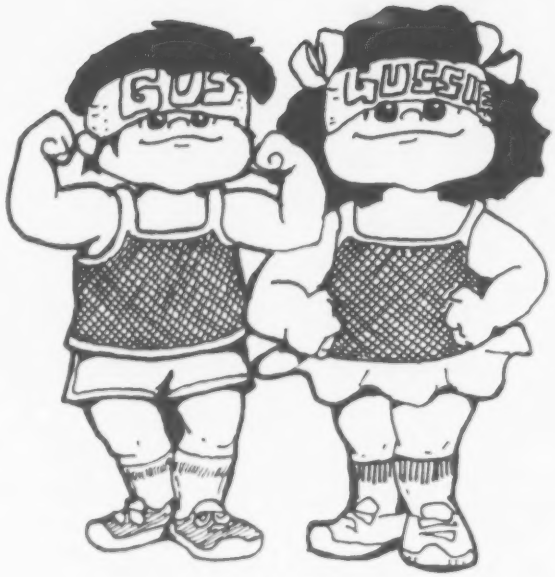


Importance of Family Involvement

It has often been said that parenting is one of the most important jobs in life—a job for which there is no education or training. Fortunately, this saying is not as correct as it once was. Much information is now available to assist parents in the tremendous task of raising healthy, happy, well-adjusted children.

Your concern for the mental wellness of your child is evidenced by the fact that you are reading this. You may learn some new ideas from GUS or, perhaps, discover that you were on the right track all the time. One thing for sure is that there is no substitute for your helping your child develop habits which will be essential in the future. Children learn from us by observation and imitation, whether we like it or not.

Please start to use GUS activities right away! Make them a part of your family life and reuse them often. Young children need repetition and reinforcement in order to learn and/or get satisfaction from a familiar activity. (Notice how often your child wants to hear the same story, "read" the same book, or play with the same toy.)



GUS-Related Tips for Families

The GUS family information and activity sheets already include specific suggestions for you to consider. However, the following additional "tips" will further help you create a pleasant and positive atmosphere at home. On days when nothing seems to be going well, you might want to re-read these suggestions.

Remember, family members tend to have somewhat stressful lives regardless of how well they cope on a "normal" day. Sometimes this stress gets passed on to our children without our being aware of it. We should not lose sight of the fact that it is also sometimes stressful being a young child, because there is so much for children to learn at every stage of their development.

- Your child needs to hear every day that you like, love, and think well of him or her. Children never get tired of hearing how glad you are that you are the parent of such a special child. Saying, "I'm glad that you are mine" and giving a hug cannot occur too often. Children develop their self-concept in a mirror image of what their families say to them and how they are treated by family members.
- Make it a point to have fun with your child. Laughter is one of the best ways to fight stress and relieve tension. Children learn through play, so try to play with your child as often as possible.
- If you want your child to be respectful of other people's feelings, you have to respect your child's feelings. For example, if you see your child is angry, say, "I see you are angry. Can you tell me what happened?" rather than saying, "You shouldn't feel like that."
- Don't criticize or reprimand your child in front of others, either adults or other children. Private chats about appropriate behavior or "secret signals" to remind your child get better results and promote a better self-image.
- Tired of coaxing and not getting cooperation? Try trading places with your child. Let the child be in charge of getting a task done and you imitate the behavior that frustrates you. Have a good time and be overly dramatic (this is not the same thing as "mocking" someone). Your child will get the point and you won't have to say, "How many times have I told you . . . ?"
- Don't turn every situation into a crisis. If your child is a "spiller," keep lots of paper towels or a kitchen towel nearby and let your child clean up after an accident. This is not a punishment; rather, it is teaching your child to take responsibility for his or her actions and to fix things. Nobody is perfect.
- Be very consistent. Children learn their rules of behavior from observing and participating. The real rule might be, "I get a candy bar at the grocery store after Mom or Dad say 'no' three times and after I cry" instead of "No candy bars allowed." Don't make rules unless they are important and you plan to enforce them.
- Punishment or striking your child is seldom the answer. Try to think of ways to teach your child appropriate behavior, instead of teaching him or her not to get caught. Sometimes a "time-out" is called for between a parent and a child. Telling a child, "We both need a quiet time because I am feeling very angry right now, and I need some time to relax," is much better than blowing up. If you do lose your cool, a sincere apology is called for when you calm down. Don't forget: your child will tend to imitate your behavior regardless of what you tell her or him.
- You can promote mental wellness and help your child avoid the early onset of drug abuse by helping your child develop a positive self-image. Unfortunately, children may "try" alcohol and drugs at a certain age, but that doesn't mean they will become addicted or be abusers. Curiosity and chemical dependence are NOT the same thing. There is some scientific evidence indicating that some people are at greater risk physiologically to become chemically dependent than are others. Risk, however, can be reduced by mental wellness.

Believe in Your Child

You're special to me...

I know you will always try to do the RIGHT THINGS . . .

Start training children NOW to grow up strong against DRUGS

Children WANT to do the right things. We can help them by letting them know that we trust them to do what is right. We give them strength by letting them know that we believe in them.

Let your children know that they are wanted and loved. Make them feel that they have a special place in your life. When children feel that they belong in a family, in a group, in a culture, they grow up to be mentally strong and able to choose to do the right things. Making the right choices is hard. It takes training. It takes practice. It takes support. When we give those things to our children, they have what they need for GROWING UP STRONG.

Because someone believes in me, I believe in myself

FAMILY FOCUS *This information sheet stresses the importance of making a child feel wanted, loved, and trusted. Tell your child some family stories. Share some happy memories of your child's infancy with him or her. Looking at family photographs and helping your child learn the names of relatives who are seldom seen is another way of giving your child a sense of belonging.*

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Draw something that makes you feel good!

FAMILY FOCUS *This activity can be a child's first "thank you" communication as well as helping her focus on positive feelings. Your child could decorate her bedroom with "good feelings" pictures drawn over a period of months. Or, the front of your refrigerator or another place in the house might benefit from some good feelings shared by your child. This activity has many uses so you may want to make several copies and have them available. A plain sheet of paper also can be used.*

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What makes you angry? Draw it.

FAMILY FOCUS *Dealing with anger and negative feelings is a serious problem for many adults. Repressed anger can lead to physical ills, mental ills, and poor relationships with others. Depression is said to be anger turned inward and even infants can be diagnosed as depressed. These feelings are much easier to address in early childhood. An appropriate way of dealing with anger is to draw what makes you angry. When your child gets frustrated or angry, have a copy of this activity sheet, or a plain sheet of paper, ready for him to draw on to relieve these unhappy feelings. Your child may want to tear this page up after drawing on it to "get rid of" the anger. (You may even want to use some of these sheets yourself when you are angry and can't seem to get over it!)*

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Value Good Health

WE LIKE KNOWING ABOUT OUR BODIES AND HOW TO TAKE CARE OF THEM!

Children who learn to take good care of themselves and their health not only are less likely to become ill, but are less likely to be willing to eat or drink things which might be harmful. The best way to encourage your children in good health habits is for you to set a good example. Helping your entire family develop good habits is important, too.

Plan ways to make these habits a regular part of your family's life:

- frequent exercise
- regular rest
- proper nutrition
- personal cleanliness
- proper tooth care
- plenty of laughter!

FAMILY FOCUS *This information sheet focuses on helping your children develop good habits. Children who exercise with their families are much more likely to develop lifelong habits of physical fitness than children who do not. A regular exercise program can be beneficial for the whole family and can include brisk walks and many combinations of indoor and outdoor fun. Setting a good example is an important ingredient in teaching your children how to be healthy. Don't forget that plenty of laughter is a necessary health habit to develop for becoming physically and mentally strong.*

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OUCH! OUCH!
GUS IS HURT!
HE SCRAPED HIS ARM
AND TORE HIS SHIRT.

OUCH! OUCH!
HE'S OKAY.
HE KNOWS THE PAIN
WILL GO AWAY.

OUCH! OUCH!
HE HAS LEARNED
SOAP AND WATER
KILL THE GERMS.

OUCH! OUCH!
IF IT WERE WORSE
HE'D CALL A DOCTOR
OR A NURSE.

Color, if you wish.

FAMILY FOCUS *This chant will help you reinforce with your child the idea that not all hurts need to be "fixed" and that pains go away. Young children still like to have their hurt places kissed to make them well and a little sympathy is usually enough. However, some families overreact to minor accidents or arguments with playmates, not allowing their children to develop good coping skills.*

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Set a Good Example for Proper Drug Use

REMEMBER, CHILDREN LEARN
FROM WHAT THEY SEE,
AS WELL AS WHAT THEY ARE TOLD

When children see us take medicine for every little thing that bothers us, they often get the idea that it is really possible to fix every hurt that way.

This is also true of mental hurts—if we have a beer, eat some candy, smoke a joint, or even take a pill whenever we are down, children get the idea that it is possible never to be down; that if you are feeling down you can take something to fix it.

It is important that children know:

1. Being unhappy sometimes is part of life;
2. There are better ways to make yourself feel better than by taking drugs.

Talk it out, take a walk, or try solving the problem. There are also things we can do on a regular basis to keep ourselves feeling good:

- regular rest
- exercise
- eating properly
- learning to get along with others

FAMILY FOCUS *This information sheet is an important reminder that children learn from what they see. Children may get the impression that there is a quick fix for every hurt in life—physical and mental—if they see adults behave as though that were true. Many of the GUS activities are aimed at helping children feel good about themselves and finding constructive ways to feel better (as opposed to drug "fixes"). It is important to help your child learn to talk about how to make himself feel better. Often this involves learning how to get along with others. Children need to know that sad feelings eventually go away and that nobody is happy all the time. Learning to cope with negative feelings is a part of developing strong mental health. You have an opportunity to promote mental wellness in your children through talking about solving problems instead of only treating symptoms.*

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CROSS OUT WITH A BIG X THE THINGS THAT ARE **NOT** GOOD FOR KIDS

CIRCLE THE THINGS THAT **ARE** GOOD FOR KIDS

Color, if you wish

BEER

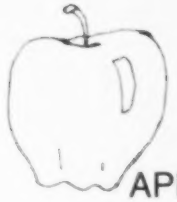
CIGARETTE

SANDWICH

CEREAL

PILLS

WINE



APPLE

FAMILY FOCUS *This activity builds on the concept of making choices. Notice that the activity sheet instructs children to cross out with a big X the things that are not good for kids and to circle the things that are good for kids. This will require thought on the child's part and an ability to make decisions. Your children may change opinions with age and understanding, so several copies of this activity may be needed. Most of the choices are obvious for adults. But what about pills? The doctor may prescribe medication for your children, but should they think that pills are "good" for children? When are pills good and when are they not good for children? Let your children know exactly which adults can give them pills and that they should not accept pills from anyone else.*

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Give Your Child Some Responsibility

Children need responsibility. They need chances to make choices; for example: which of two outfits to wear to school, what kind of juice to drink at snacktime, and so on.

Children need to know the results of their actions: if a child who is supposed to feed the fish does, the fish will be healthy. If not, they die.

Remember: Children need SMALL amounts of responsibility, and choices should be clear and simple. As they grow and learn to handle this well, give them a bit more.

HAVING A SPECIAL THING TO DO MAKES US FEEL IMPORTANT

FAMILY FOCUS *In teaching your children how to make choices, you must decide what the limits are for your children in making particular choices. Do not offer a choice when there is only one way you feel something should be done. You should not overrule your children's choices once they have been made. It is very frustrating for anyone to be offered a choice and then be told it was not a good decision. If you are uncomfortable about allowing your children to wear mismatched clothes, make it clear which clothes go together before offering the choice of what to wear.*

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Taking Responsibility Around the House

Do household chores mean nagging at your house? Sometimes this causes so many arguments that a parent says, "I'd rather do it myself."

Children need practice learning to do their share. Children also need to feel good about doing it. This means two things:

(1) feeling good about being needed and helping someone else,
(2) having fun doing something useful.

Some Tips

1. Be sure children are assigned tasks they can really understand and are really able to do. They should be short, as a young child's attention span is short.
2. Let your children have some choice in what tasks they do. Choice in when tasks are done is very helpful, also.
3. Reward tasks when they are done, but avoid punishing or nagging when they are not done. Rewards work best when they are a surprise; give a hug or a treat "just because I feel good about how hard you worked."
4. If you choose to have your child work toward a goal, be sure it is one which he can reach fairly soon. For a four- or five-year-old, it is best if he can reach the goal that day or the next. "If you help me with three chores today, you may go to a movie."
5. **Remember**—it is important to reward the child for helping you or for TRYING a job, or for doing her best, or for doing it better than last time. Do not expect chores to be done perfectly. That comes with time, age, and practice.
6. Try a game some time—let the child be the boss when you are cleaning his room. Let him assign the chores to you!
7. Remember to leave most of a child's time for PLAY! That is the most important work of young children.

FAMILY FOCUS *Post this information sheet in a place where you will see it often. The matter of household chores is commonly an area of conflict and misunderstanding between families and children. Parents are often amazed to hear that their child offers to help at other people's houses or at school—the same child who NEVER helps at home! The major difference may be that the child is made to feel good about helping at school or has fun helping at Aunt Jo's. At home, remember to emphasize behaviors that you like and not the ones you would like to see changed. That means making a fuss over tasks that are done and not punishing or nagging about those that are not done. This will take practice for you as well as for your children, but the results are worth the effort.*

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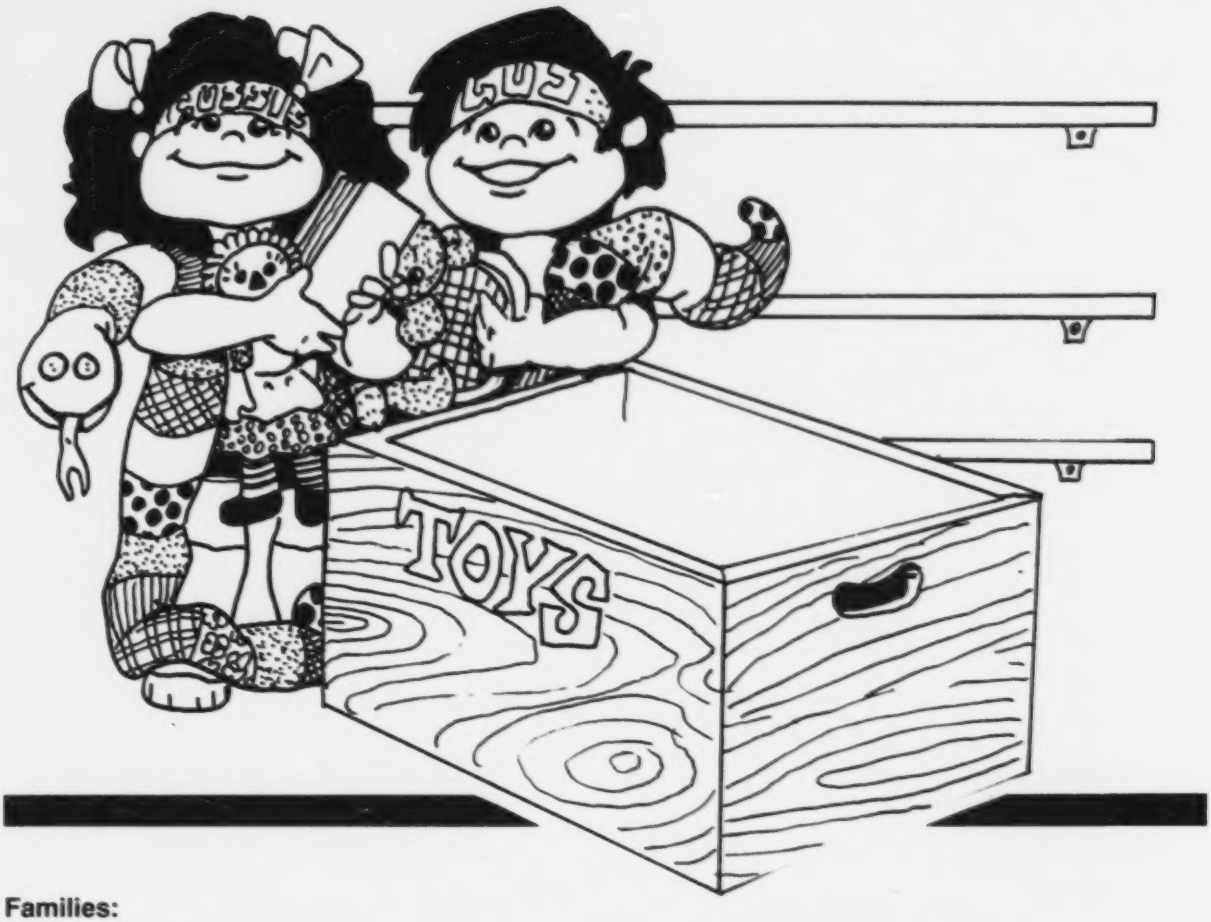
LET'S HELP GUSSIE AND GUS PUT THE TOYS AWAY



Families:

Help your children find pictures of toys to cut and paste onto the shelves and toybox. Your children could draw them instead.

Ask your children these questions:

- Why does GUS like to put his toys away when he is done?
- How does it help GUS when his toys are neatly stored?
- How does it help our family when toys are properly stored?
- When is the best time for GUS and GUSSIE to put their toys away?

FAMILY FOCUS *Children often wonder why they should put toys away if they plan to play with them again later on. Also, the timing for putting toys away is sometimes an area of conflict. This activity should assist you in establishing rules for storage of toys. Helping GUS and GUSSIE can be a cut-and-paste or drawing activity for your children. Don't expect young children to remember the rules without repeating them often. This activity is a pleasant way to help your children understand that there are good reasons for picking-up and putting-away.*

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How do you help at home? Draw a picture.

FAMILY FOCUS *This activity sheet provides an opportunity for your children to express "good feelings" about being helpful around the house. You may wish to have your children put their pictures up for decoration or send them to a relative or friend. This activity also allows you to discuss with your children what they perceive as being "helpful." This may or may not be your definition at all! Young children may lack the verbal powers to express feelings, but they seem to be able to express feelings through art even if they are only making random marks with crayons. This activity will reinforce, in particular, the information covered on the "Taking Responsibility Around the House" information sheet.*

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Let Children Solve Their Own Problems

WE LEARN BY DOING . . . WE LEARN TO RELY UPON OURSELVES

HELP US FIND THE ANSWER INSTEAD OF GIVING US THE ANSWER

Children are good at solving problems when given a chance. They learn by solving simple ones and get better as they grow older. Try asking questions which begin with the following phrases:

"How many different ways can you . . . ?"
"Make up a . . ."
"See if you can fix . . ."
"What would happen if . . . ?"
"How can you . . . ?"
"Is it possible to . . . ?"

Let children solve their own problems whenever they can. You help when needed.

FAMILY FOCUS *This information sheet makes the point that helping children find their own solutions to problems, instead of always giving them the answers, will increase their self-reliance and problem-solving skills. You won't always be there to give the answers, so it makes good sense to let children solve their own problems when they can. Of course, part of learning how to solve problems is knowing when to ask for help.*

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Help your child to become a better PROBLEM-SOLVER

Try these games

How many different ways can you use a shoe box? A brown paper bag? A pine cone? A shovel full of sand?

What would we do if the door blew shut and we were locked out? How many different ways could we get back in? Which ways might be best?

How many ways can you think of to help a friend who is new at school?

Ask questions: "Jo has a cold! How can we help Jo to feel better?"

Tips for parents

Give children time to talk about an idea. Be patient when they have trouble putting thoughts into words.

Watch while your children work on solving problems. This shows your approval and encourages them to keep trying.

When your child works hard and sticks to a problem, say, "I like the way you're trying!"

Pressure from adults can cause a child to focus on pleasing the adult rather than on solving the problem.

Problem-solving is hard work and takes lots of practice, support, and approval. Good problem solvers:

- try a different way
- seek new information
- don't give up until they have tried many solutions
- ask for help when they need it

Solutions that don't work aren't necessarily failures.

Questions to ask yourself

How does your child help to solve problems?
Do you and your child solve problems in the same way?
Do other family members solve problems in the same way?
What is your child's best problem-solving skill?

FAMILY FOCUS *This activity should become a part of your daily routine. When families are pressed for time, they may find themselves doing all the problem-solving to speed things up. If you find yourself saying, "Let me do that for you" or "Do it this way" or "I don't have time to wait for you to do that yourself," remember that your children may still depend on you to do all the problem-solving when they are 10, 12, or even 22 years old! Children need plenty of opportunities to learn this critical skill. Practicing solving problems can be done in the car with your children to help pass the time. It can be done, for example, when you are waiting at the doctor's office, when talking with your children might be a helpful distraction. To make this a good learning experience, it will be important for you and your children to discuss the reasons behind the decisions they make. It takes a lot of practice and self-confidence to keep looking for alternative solutions to a problem, instead of just giving up and saying, "This is too hard for me." A partial solution is better than none to most problems. Children build on experience. So, praise your children for "trying" to solve problems, rather than focusing only on successes.*

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Let Children Say No!

CHILDREN NEED TO MAKE CHOICES. IT GIVES THEM PRACTICE BEING RESPONSIBLE FOR THEMSELVES

Make small choices available:

Which story shall we read tonight?
Would you like cereal or toast and milk for breakfast?
Which clean T-shirt do you want to wear today?
Which of these sets of clothes do you want to wear to Grandma's?
Would you rather watch Sesame Street or Mr. Rogers today?

Once you give a child a choice you **must** accept the choice she makes, even if it is not the one you prefer. So—you must only give choices in which anything she chooses is okay. Give as many of these as possible and always accept the child's choice! This is the only way of teaching responsible decision-making that will work. As time goes by, she will be able to responsibly make more and more choices, and to help in family decision-making.

FAMILY FOCUS *This information sheet discusses the importance of providing children with practice in making choices. Children who are allowed choices and allowed to say "no" during their early years are more likely to be able to resist peer group pressure later on in life. This is a decision-making area where you can definitely help your children develop good skills.*

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NOTES

Going to the Grocery Store

Children often have a hard time saying "no" to things which have been shown to them on TV, such as toys and sweet breakfast cereal. This activity will help them to say "no."

Why?

Your child will get better at saying "NO" to things he doesn't need.

Your child will learn to take responsibility.

Your child will feel good about helping to take care of the family's needs.

Your shopping trips will be more fun (and you may save some money, too!).

What to do (make a list; go shopping together; check the list)

1. Make a grocery list on paper. Talk about the list with your child.
2. Let your child pick out two or three things from the list (things she can recognize on the shelf). Your child will be in charge of seeing that these items are put into the basket. Let her know this.
3. As you go up and down each row in the store, cross each item off the list when it is put into the basket.
4. If your child can reach the things he is in charge of, he may put them in the cart; if not, he can point to them and you can hand them to him to put in the cart. (The child can reach low things for you.)
5. TRY to buy only what is on your list. Additional purchases should be necessary items rather than just impulse purchases.
6. In the checkout line, while waiting your turn, you and your child check over the list to be sure you have gotten everything on it.
7. When you are done, PRAISE your child for her good shopping skills and for helping you. (Do this even if things haven't worked out exactly as you planned.)

Tips

Be sure you and your child agree in advance about what your job and his job will be at the store.

Have a snack before you go, unless you have just eaten a meal.

Instead of a written list, you could use pictures from newspaper ads or drawings.

Remember: this is a new way of doing things. It takes time to get it just right; it will get easier each time.

In the car on the way, perhaps you can sing songs with your child, such as "Going to the store with my father" or "Old MacDonald" or "Here we go round the grocery store." Your child may be able to teach *you* some songs!

Have Fun!

FAMILY FOCUS *This activity needs to be repeated many times with your children. Like any new skill, the more times you repeat this activity with your children, the easier it should become. Grocery shopping seems to be an area of conflict for many families, primarily because stores are usually designed to promote "impulse" purchases. Try out this activity. Let your children help you and be sure to praise your new assistants—even if you are tired and the trip to the store has been a quick one.*

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HELP GUSSIE FIND A WAY TO VISIT GUS. WHAT SHOULD SHE DO TO GET THERE SAFELY?

OBEY TRAFFIC LAWS

DON'T STOP TO TALK

AVOID BROKEN GLASS

STAY AWAY FROM THE DOG

BE CAREFUL

There may be more than one right way to do this. Encourage your child to find more than one safe path.

FAMILY FOCUS *This is a specific activity designed to give your children practice in making safety-related decisions. You will want to have several copies of this activity on hand to use with your children from time to time. Discuss the various situations which present themselves on this activity sheet. As your children discover alternative routes for GUSSIE to follow on her trip to visit GUS, encourage them to talk about the reasons behind decisions they have made. You and your children might even take a walking tour of your neighborhood to notice and discuss safe and unsafe situations.*

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"Today I _____

This helps _____

It was fun!
Ask about it!"

"Today I _____

This helps _____

It was fun!
Ask about it!"

"Today I _____

This helps _____

It was fun!
Ask about it!"

"Today I _____

This helps _____

It was fun!
Ask about it!"

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Award

had a happy day.

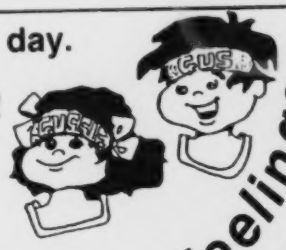
Ask about it!

Happy-Day-Feelings

Award

had a happy day.

Ask about it!



Happy-Day-Feelings

Award

had a happy day.

Ask about it!

Happy-Day-Feelings

Award

had a happy day.

Ask about it!

Happy-Day-Feelings

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Award -O- Gram

This special award is proudly presented to

_____

for _____

signed _____ **date** _____

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happygram

I am happy to announce that

_____

has learned to

_____

AND WE ARE PROUD!

_____
date

_____
signed

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GROWING UP STRONG
Observable Behavior Checklist

School: _____

Grade: _____ ID#: _____

Child's Name: _____ Sex: _____

Child's Birthdate: _____

Checklist completed by: _____

Teacher's ID#: _____

Checklist completed on: (date) _____

Other information: _____

_____

Answer every question. Select the *best* answer you can. If you have not actually *seen* something happen, select "never."

	NEVER you have never seen this happen	SELDOM once or twice in the past month	SOMETIMES three to four times per month	OFTEN one to four times per week	MOST/ALL OF THE TIME at least once a day	Notes or Comments
1. Eager to try new things.						
2. Prefers to play alone most of the day.						
3. Plays different adult roles in dramatic play (pretends to be nurse, daddy, etc.).						
4. Eager to make decisions and to do things for himself or herself.						
5. Damages or abandons classroom materials rather than properly using, caring for, and storing them.						
6. Is willing to bargain or compromise in order to attain goals.						
7. Must be coaxed or told by adult to begin before entering into an activity.						
8. Refuses to participate in large muscle activity (such as running, climbing, etc).						
9. Adjusts rapidly to changes in routines or people.						
10. Stays actively involved in a chosen task until it is completed or for at least 15 minutes.						
11. Speech unclear to strangers.						
12. Uses words to express feelings, both positive and negative (such as, "You make me mad," or "I like you," etc.).						
13. Verbally participates in group time (sings songs with group, volunteers to answer questions, takes part in discussions, etc.).						
14. Expresses liking for children or adults.						
15. Avoids eye contact when speaking or being spoken to.						
16. Confident, stands up for own rights when challenged.						
17. Can get and maintain adult attention without "getting into trouble" to do so.						
18. Spends more time with adults than with own age group.						

Child's Name: _____

	NEVER (you have never seen this happen)	SELDOM (once or twice in the past month)	SOMETIMES (three to four times per month)	OFTEN (one to four times per week)	MOST ALL OF THE TIME (at least once a day)	Notes or Comments
19. Enters into class activity within 10 minutes after arrival at classroom.						
20. Talks to adult directly (rather than sulking or acting out) when adult has caused child to feel angry.						
21. Shows concern for other people with words or actions.						
22. Gets into fights or quarrels with other children.						
23. Shows anger in a way that does not damage people or equipment.						
24. Seeks a child to play with or plays with another child when that child offers to play.						
25. Shares when he or she has at least enough for self.						
26. Cries for no apparent reason.						
27. Has temper outbursts and unpredictable behavior.						
28. Mood changes quickly and drastically.						
29. Takes responsibility for own actions, such as staying within the rules in an activity or in the classroom.						
30. Wets pants or has bowel movement accidents during the day.						
31. Shows pride in accomplishments or creations.						
32. Complains of stomachache, headache, arm or leg pains.						
33. Leaves (or attempts to leave) table in middle of snack or meal.						
34. Says, "I can do that!" (or makes similar statements showing self-confidence).						
35. Bumps into things and gets hurt.						
36. Offers suggestions for solving problems.						
37. Takes criticisms and reprimands in stride, without becoming upset.						

38. Has this child been diagnosed as having a learning disability, a physical handicap, and or other special need? ☐ no ☐ yes

If yes, please explain briefly:

Keeping Our Teeth and Bodies Clean

Draw lines to show GUS where to use the toothbrush, the comb, the soap and washcloth. Color, if you wish.

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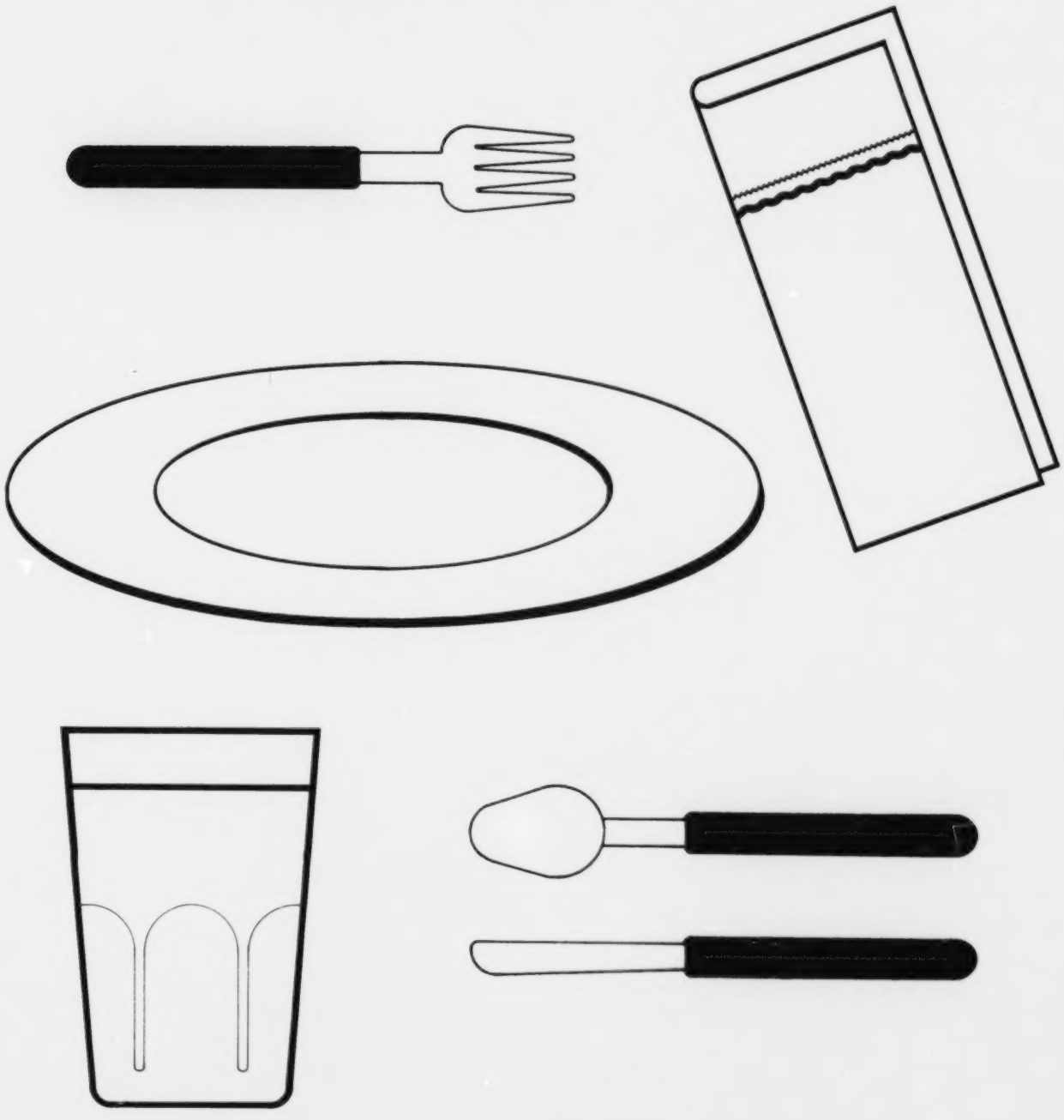

Let's Help GUS Set the Table

Cut out and glue these items on another page as they would be arranged on a table.

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GROWING • UP • STRONG™

GROWING UP STRONG (GUS) is a mental wellness and substance abuse prevention program for children in preschool through sixth grade with Spanish Bilingual and American Indian supplements. Developed by the Center for Child and Family Development at the University of Oklahoma in partnership with the Oklahoma Department of Mental Health and Substance Abuse Services, GUS is:

- ☑ **Research-based**
- ☑ **Adaptable**
- ☑ **Proven Effective**
- ☑ **Affordable**
- ☑ **Multicultural**
- ☑ **Replicable**

GUS promotes a positive self-concept through enhanced self-esteem and:

Life Skills Development

- decision-making
- accepting responsibility
- problem-solving
- assertiveness
- personal safety

Family Involvement

Cross-Age Education

- peer leadership
- peer support

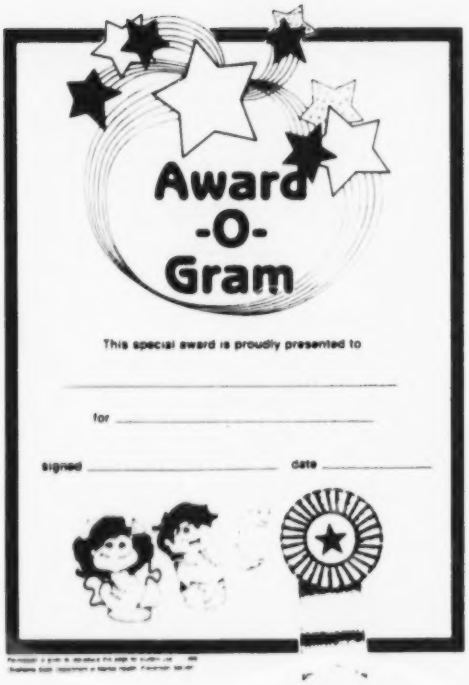
Cooperative Learning

Center for Child and Family Development
555 E. Constitution St., Suite 221
Norman, Oklahoma 73037-0005
(405)325-1446

Continuing Education and Public Service
The University of Oklahoma

2/91

Sample Activities from the GROWING UP STRONG™ Program



Spanish Bilingual Sample

Plan Now for On-Site Training

The Center for Child and Family Development offers on-site training for GROWING UP STRONG from the preschool program through sixth grade. GUS training is individualized to meet the specific needs of each school district or child development program so the costs will vary.

On-site training ranges from a two-hour overview to a comprehensive training and evaluation package. Certified GUS Master Trainers are located throughout the United States to further reduce training costs.

For additional information or to arrange on-site training contact: Center for Child and Family Development, 555 E. Constitution St., Suite 221, Norman, Oklahoma 73037-0005; (405)325-1446; (800)522-0772 ext. 1446 (inside Oklahoma); (800)523-7363 ext. 1446 (outside Oklahoma).

BEST COPY AVAILABLE

GUS ORDER FORM

GROWING UP STRONG Kits

We recommend one kit per teacher. Prices are subject to change without prior notification.

GROWING UP STRONG™
for Preschoolers (Second Edition)
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Kindergarten and First Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Second and Third Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Fourth Graders
Contains a GUS folder, Teacher's Guide, duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Fifth and Sixth Graders
Contains a GUS folder, Teacher's Guide, duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

Spanish Bilingual Supplement
for Preschoolers
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a bilingual GUS poster.
_____ Kit(s) @ $20 = $ _____

Spanish Bilingual Supplement
for Kindergarten through Third Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a bilingual GUS poster.
_____ Kit(s) @ $20 = $ _____

American Indian Supplement
for Preschoolers through Third Graders
Contains a GUS folder, Teacher's Guide, and a GUS poster.
_____ Kit(s) @ $20 = $ _____

Make your check, money order, or purchase order payable to the University of Oklahoma (no cash, please). A purchase order number is required on all orders to be billed to schools, agencies, and other organizations.

Total Page 1 = $ _____

Total Page 2 = $ _____

Postage & Handling (10%) = $ _____

Grand Total = $ _____

Send your completed order to: Center for Child and Family Development, The University of Oklahoma, 555 E. Constitution St., Suite 221, Norman, Oklahoma 73037-0005; (405)325-1446

Name _____ **Billing Address** _____

Title _____ **City** _____ **State** _____ **Zip** _____

Agency _____ **Purchase Order Number** _____

GUS ORDER FORM

Dolls, Puppets and Accessories

GUS and GUSSIE Soft-sculpture Dolls

GUS and GUSSIE are trademarks of the GROWING UP STRONG™ program. The dolls become the children's friends and confidants. Each set contains one GUS and one GUSSIE doll in a clear vinyl carrying bag. The dolls are clothed in denim shorts and GROWING UP STRONG™ t-shirts.

20" dolls are recommended for preschool through first grade.

____ 20" doll sets @ $49 = $ _____

24" dolls are recommended for second and third grades.

____ 24" doll sets @ $59 = $ _____

GUS and GUSSIE Puppets

Colorful, felt, hand puppets for use in classroom activities preschool through fourth grade. Each set contains a GUS and a GUSSIE.

____ sets GUS Preschool puppets @ $15 = $ _____

____ sets GUS Grade K-1 puppets @ $15 = $ _____

____ sets GUS Grade 2-3 puppets @ $15 = $ _____

____ sets GUS Grade 4 puppets @ $15 = $ _____

GUS and GUSSIE's Multicultural Friends

Six multicultural puppet friends for use with preschool through fourth grade.

____ sets MCF puppets @ $45 = $ _____

GROWING UP STRONG™ Buttons

Colorful buttons proclaim "I'm GROWING UP STRONG!"

____ sets of 50 buttons @ $15 = $ _____

GROWING UP STRONG™ Magnets

Vinyl covered magnets help children display their artwork and activities at home.

____ sets of 50 magnets @ $25 = $ _____

Happygrams and Award-O-Grams

Brightly colored, printed awards for positive reinforcement that children can share with their families. Packaged for immediate use.

____ *sets of 100 Happygrams @ $10* = $ _____

____ *sets of 100 Award-O-Grams @ $10* = $ _____

Total Page 2 = $ _____

Transfer this total to Page 1